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ABSTRACT

Intended for use by guidance staff members working with Navajo high school students attending reservation schools, this guideline focuses in outline form on student goals and objectives, implementation and administration, and references and resources. Students, parents, school board members, and staff members were involved in development of the guidance curriculum. Under student goals, the curriculum guide offers objectives for 12 goals, along with curriculum activities and adult involvement which will help students meet goals. Goals are identified for the topics of the dignity of individuals, leisure time, assuming responsibility, decision making, Navajo culture, multicultural adjustment, value systems, health, careers, adjustment to change, civic responsibility, and academic curriculum. The section on implementation and administration covers communication and coordination among staff and supervisory personnel, homeliving (dormitory administration and operation, homeliving staff responsibilities for physical, social, and personal development of students, parent and community support for school programs, recreation activities), counseling (counselor techniques, interviews, teacher/counselor cooperation), and student activities (community, recreational, student government, leadership, student enterprise, student banking, field trips). The final section contains references, resources, and samples of various forms. (RS)

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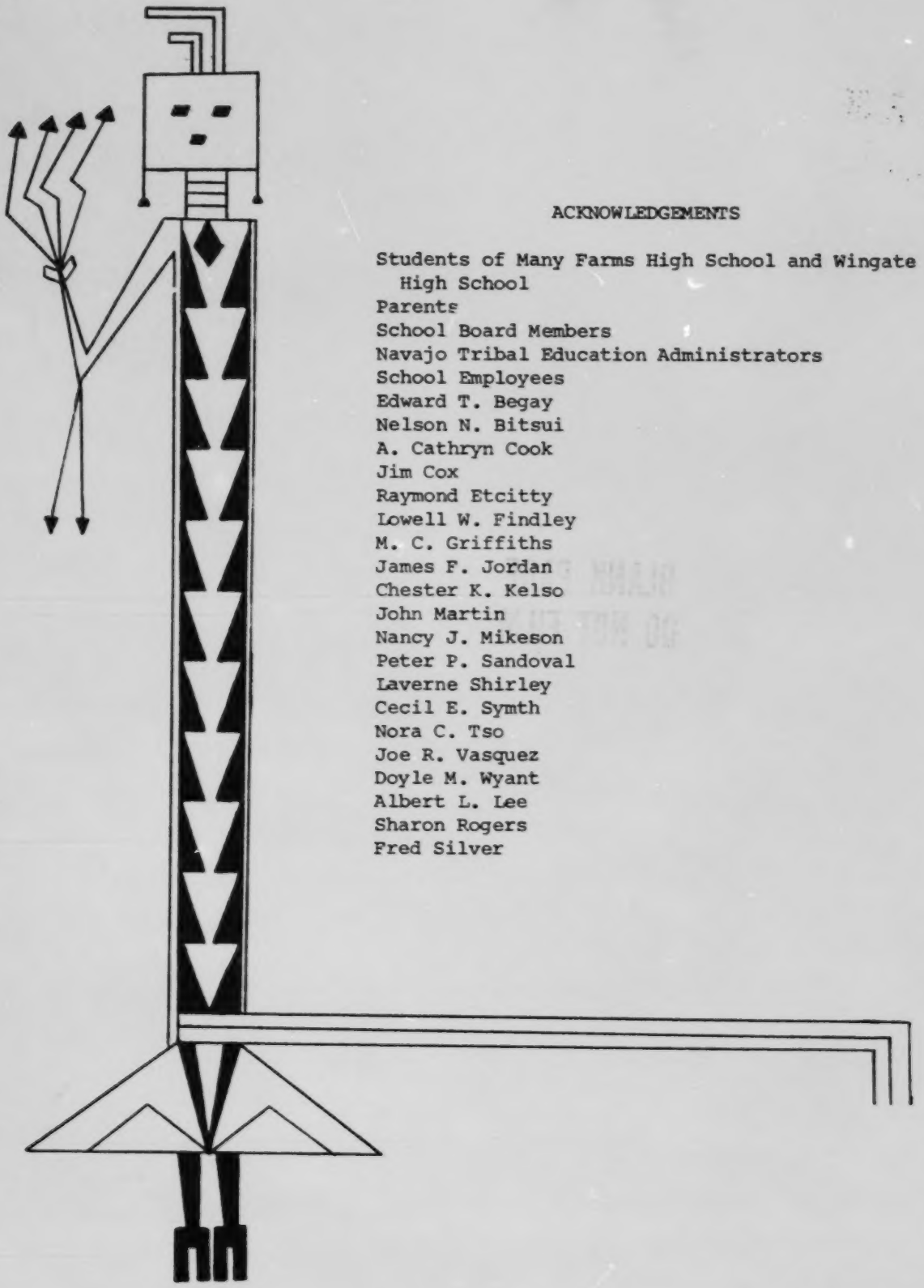

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INTRODUCTION

This is a guideline to be followed by guidance staff members in working with Navajo high school students. These students have individual and group needs which can be met and aided through the use of the guideline.

Students, parents, school board members, and staff members have all contributed through surveys, polls, and meetings to the development of the Navajo Area High School Guidance Curriculum Guideline. Their contributions are very much appreciated, and it is hoped that suggestions will continue to be made as this guideline is implemented.

STUDENT GOALS & OBJECTIVES

GOAL I

To develop appreciation and understanding of the dignity and worth of all individuals.

OBJECTIVES -

A. To develop an understanding and respect for self.

B. To show respect for the rights and property of others.

C. To develop an increasing interest in heterosexual relationships and socially acceptable behavior.

D. To recognize and accept individual differences.

E. To deal with frustrations and anger in socially acceptable ways.

F. To make close reciprocal friendships.

G. To learn how to cooperate effectively and work congenially with others.

H. To learn to gain attention in acceptable ways.

I. To understand different kinds of love.

J. To show courtesy toward others and to practice social graces.

K. To show compassion for others.

L. To have pride in their Navajo culture.

CURRICULUM ACTIVITIES

A. Show respect for yourself and for the rights and property of others through:

1. Holding in trust things told to them in confidence.
2. Being sensitive to the feelings of others by:

    a. Realizing the effects of teasing.
    b. Being kind in their dealings with others.
    c. Considering the feelings and values of others.

3. Respecting others for their personal qualities such as:

    a. Kindness
    b. Stability
    c. Strength of character
    d. Honesty

4. Respect for property by:

    a. Taking pride in school property which belongs to all school staff and students.
    b. Learning the principles of borrowing: Don't borrow needlessly; return items promptly and in good condition; replace what has been lost or broken.

5. Show respect to adults through:

    a. Featuring staff members in special articles in school newspaper.
    b. Sponsoring a "Teacher and Aide Appreciation Day". Students may have an informal tea for the faculty and aides.
    c. Suggestion boxes in which students may put discussion ideas on improving student-teacher/aide relations.
    d. Having a "Parents Day".

B. Develop an increasing interest in heterosexual relationships and socially acceptable behavior by:

1. Planning a variety of co-ed activities.
2. Having group discussions on going steady, manners for dating, how to have members of the opposite sex like you, et cetera.
3. Having a question box as a source of student questions for panel discussions.
4. Learning the physical and emotional differences between the two sexes.
5. Associating with the opposite sex in a wholesome atmosphere.

C. To recognize and accept individual differences by:

1. Recognizing that people have a variety of abilities and talents, personalities, physical appearances, and mental abilities.

2. Learning to look for what you like in other people.
3. Learning to look for admirable qualities in other people.
4. Accepting people for what they are.

D. Deal with frustrations and anger in socially acceptable ways by:

1. The use of films and discussions of various frustrating situations and defining the most successful methods used to deal with them.
2. Discussing ways to "let off steam" when angry, such as walking, physical labor, and talking to a friend.
3. Discussing whom to go to for help when faced with a frustrating situation.
4. Becoming familiar with problem solving techniques: Define the problem, think over the alternatives, and choose a plan of action.

E. Make close reciprocal friendships by:

1. Analyzing ones actions in terms of probable consequences.
2. Anticipating the reactions of others.
3. Discussing what makes a good friend.
4. Allowing a choice of roommates.
5. Showing films on how to get along with others.
6. Preparing a bulletin board on friendship.
7. Mixing with other students socially during school, through clubs, teams, and activities.

F. Learn how to cooperate effectively and work congenially with others through:

1. Organizing committees to work on events and making improvements in the environment, et cetera, and involving students in planning and carrying out activities.
2. Discussions on learning to give and take in a mature way.
3. Doing household chores.
4. Group sessions with small groups: List problems with students their own age and discuss how to deal with the problems.
5. Role playing or discussing:

    a. A few people do all the talking and take over.
    b. A lot of talk and no progress.
    c. Something about the group that makes it hard to express one's real feelings and ideas.
    d. No matter what kinds of suggestions are made, one member is never satisfied.

6. Developing positive attitudes toward humor (as opposed to ridicule).
7. Learning how the basic needs of food, clothing, and housing are provided.
8. Being aware of how the staff shows their appreciation of the dignity and worth of other individuals.
9. Lessons on how to get along with others.

10. Having social dinners with adults and having social get-togethers with adults and classmates.

G. Learn to gain attention in acceptable ways by:

1. Becoming aware of why people act the way do in public and the effect their actions have on others.
2. Discussing wrong ways to get attention and the effects of the attention.
3. Discussing the basic need for attention, ways to get it through making friends, developing skills, having good manners, behaving in a mature fashion, and being helpful.
4. Having opportunities to contribute to groups and committees.

H. To understand different kinds of love by:

1. Learning to show compassion for others.
2. Discussing love; including feelings, actions involved, and commitments; for parents, brothers, and sisters, members of the opposite sex and children.
3. Working with children in a Big Brother and Sister program.
4. Developing their own positive images and experiencing how this can contribute toward an understanding and appreciation of the dignity and worth of individuals, the group and society.
5. Having speakers on Navajo traditions.

I. Show courtesy toward others and practice social graces through:

1. Bulletin boards displaying aspects of social behavior and manners.
2. Students taking a survey of student opinions on ways they like people to act and speak.
3. Inventories on what girls like about boys and boys like about girls.
4. Role playing "A Most Embarrassing Moment", such as dropping your lunch tray. Discuss how to avoid such moments and how to overcome them with poise.
5. Role playing "Travel Manners," such as staying at a hotel, eating at a restaurant, and participating in actual experiences.
6. Having a skit on "It's a Date": Portray how a girl should be asked, escorted, where to go, eating and returning home. Discuss different kinds of dates.
7. Having an old person tell about dating customs back in the early 1900's.
8. Practicing social graces by making proper greetings and introductions of parents to staff, students to parents, students to students, and parents to parents.
9. Seeing films on good manners.
10. The students increasing their knowledge of manners by participation in parties, dinners, shopping, social hours, exchange visits with other schools, special banquets, community concerts or special programs at other schools, sports, playing games, and informal dating.

11. Receiving and returning greetings to staff members.
12. Opportunities to develop and practice social poise.
13. Lessons on manners for various occasions.

J. To show compassion for others through:

1. Participating in volunteer programs.
2. Volunteering to help others willingly.
3. (See activities under Goal I)
4. Being kind and considerate to others at all times.
5. Helping people or animals in trouble.

K. To have pride in their Navajo culture by:

1. Knowing the practices and customs of their tribe.
2. Showing respect for the customs and practices of their tribe.
3. Studying and learning the history of their tribe.
4. Learning their clan relationships.
5. Knowing, understanding and participating in the affairs of their tribe.
6. Practicing native arts and crafts.
7. Listening to speakers and tribal representatives.
8. Knowing and practicing appropriate social manners and behavior for all occasions.
9. Learning to speak, read and write Navajo.
10. Participating in skits of Navajo stories.
11. Participating in events on special "Indian Days".
12. (See activities under Goal V)

ADULT INVOLVEMENT

GOAL I

To develop appreciation and understanding of the dignity and worth of all individuals.

1. Show sincere interest in other employees property and rights.
2. Be conservative in the use of materials and equipment.
3. Show concern for students' property and rights.
4. Staff have functions that would allow students to observe how adults behave socially with involvement with opposite sex.
5. Staff have cooperative school projects involving both sexes.
6. Staff have business meetings with the object of teaching by observation.
7. Staff plan and conduct guidance lessons to students of both sexes.
8. Staff be informed on tribal customs and be considerate and respectful of these traditions.
9. Be aware of present day needs of individuals and groups and allow for development.
10. Be alert to the needs of students based on individual differences.
11. Plan activities based on individual differences.
12. Student activities be based on: home background, religious background and beliefs, academic background, social development, size, health, special aptitudes, interests.
13. Staff be careful not to provoke students to great anger by ridicule, hostility, neglect.
14. Staff serve as resource between disputes of friends.
15. Staff show by example how friendship helps make a happy life.
16. Staff provide opportunities for friendships to develop through: sports, camp-outs, sharing rooms, food, sharing problems and helping to solve them, tutoring each other in class work.
17. Staff set an example of cooperating and getting along.
18. Staff show genuine interest in each student.
19. Encourage student in caring for things, animals, classmates, roommates, family, and culture.
20. Be courteous to each student and practice the acceptable social graces at each opportunity (a sincere greeting, handshake, concern for well being, et cetera.)
21. Plan how to involve parents in the school program and planning.

GOAL II

To develop interests, attitudes, skills, and abilities basic to the worthy use of leisure time.

OBJECTIVES -

A. To develop an awareness of the need for worthwhile leisure time activities.

B. To discover and make use of the many activities in leisure time.

C. To learn the proper balance between work and play and how proper use of leisure time can make working hours more effective and efficient.

CURRICULUM ACTIVITIES

A. Learn the proper balance between work and play by:

1. Adhering to schedules for work and play.
2. Discussing how one feels if he works for several hours, how he needs to relax.
3. Discussing:

   a. How can you divide your time between activities and studies?
   b. How this differs with people?

4. Setting a personal schedule and following it: Time to study, socialize, do details, et cetera.
5. Gaining insight into the use of time and its contribution to self, family, community and society.
6. Lessons on budgeting time: school, recreation, personal chores and studying.

B. Develop an awareness of the need for worthwhile leisure time activities by:

1. Discussing what kinds of activities develop interests and abilities.
2. Discussing kinds of activities which would be good for shy students, those who are afraid of members of the opposite sex, those afraid of speaking and students who are uncomfortable in social situations.
3. Discussing: What should you think about when you choose an activity?
4. Discussing: How can activities help students develop leadership? Get recognition?
5. Discussing: What activities can help you in later life?
6. Having time to participate in activities.
7. Inviting club leaders to discuss what their club does.
8. Following through by joining a club. Don't just sign up and never go.
9. Talking with juniors and seniors about hobbies and leisure time when on the job.
10. Being involved in planning, leading and carrying out activities.

C. Discover and make use of the many activities in leisure time by:

1. Being exposed to the world of ideas and people through T.V., radio, movies, magazines and newspapers.
2. Having first-hand educational experiences through field trips.
3. Having an assembly involving representatives of all clubs to stimulate interest and provide information.
4. Conducting informal surveys of interests and leisure time choices.
5. Planning his own activities or group activities.
6. Taking trips to various events.
7. Participating, not just sitting around.

8. Being aware of available activities.
9. Choosing activities which interest them.
10. Trying new activities or clubs.

ADULT INVOLVEMENT

GOAL II

To develop interests, attitudes, skills, and abilities basic to the worthy use of leisure time.

1. Practice budgeting time for work, recreation, personal chores.
2. Have knowledge of and encourage appropriate leisure time activities for each student; the shy one, student who is afraid of the opposite sex, afraid of speaking out, who is uncomfortable in social situations.
3. Provide sources of information such as newspapers, magazines, and T.V.
4. Provide field trips to special events.
5. Provide access to as many different and varied activities as possible.
6. Encourage students to participate.
7. Keep students constructively occupied.

GOAL III

To utilize opportunities to assume their share of responsibility and to follow through to a satisfactory conclusion.

OBJECTIVES -

A. To assume personal responsibility for planning use of time and meeting schedules.

B. To learn what is expected of them by others and follow through to a satisfactory conclusion.

C. To learn to initiate the process for solving their own problems.

D. To display self-control in fulfilling responsibilities.

E. To be aware that self-motivation is the dominant factor in reaching their goals.

F. To demonstrate resourcefulness in carrying out their responsibilities.

G. To recognize the importance of constructive involvement.

H. To take interest in meeting their personal needs.

I. To realize that they have responsibilities as a person in achieving their independence.

CURRICULUM ACTIVITIES

A. Assume personal responsibility for planning use of time and meeting time schedules by:

1. Realizing that success or failure may be determined by adherance to time schedules.
2. Realizing it is necessary to plan and meet schedules for events, activities, routines and school classroom.
3. Budgeting time so that their personal wishes and necessities can be carried out at an appropriate time.

B. Learn what is expected of them by others and follow through to a satisfactory conclusion by:

1. Having a Big Sister and Big Brother program for new students.
2. Developing short quizzes and articles for the school newspaper on items in the student handbook.
3. Having an assembly of all new students with a panel discussion on the rules of the school, the responsibilities of those who attend, and plans for helping new students.
4. Having a student council assembly and skits on students who break rules.
5. Understanding the many tasks that are necessary to run a school.
6. Being aware of tasks that are adult responsibility and those that are student responsibility.
7. Taking pride in work well-done.
8. Realizing that planned activities should be carried out according to the plan.
9. Realizing they must fulfill a role, or contract, in regard to the condition of the school, student council and dormitory council.
10. Learning proper manners and appropriate behavior for all occasions.

C. Learn to initiate the process for solving their own problems by:

1. Being aware of resources such as PHS clinic and mental health, counselors, class schedule coordinators, parents, teachers, contacts through visits, phone calls and letters.
2. Being aware of problem solving approaches.
3. Taking action before the problem becomes too big.

D. To display self-control in fulfilling responsibilities through:

1. Discussing:

   a. What happens when a person does not have self-control?
   b. When he must be controlled by others.
   c. Feelings towards persons who lose their temper, who won't help, abuse drugs and overindulge in alcohol.
   d. An erratic love life.

2. Recognizing that self-control is a sign of maturity.
3. Being aware that self-control is taught first through discipline as a child, and then through trial and error by the person as he grows.
4. The practice of student government ideas being accepted on disciplinary measures where practical and within school guidelines.

E. To be aware that self-motivation is the dominant factor in reaching their goals by:

1. Recognizing that a person cannot accomplish anything unless he wants to. (You can lead a horse to water, but you can't make him drink.)
2. Recognizing that when self-motivation is high almost anything is possible.
3. Recognizing that one highly motivated person can accomplish more than several unmotivated people. That a small, highly motivated group can accomplish more than a large, unmotivated group.
4. Realizing that the degree of self-motivation is determined by the value of one's goal to one's self.
5. Helping to plan his activities in the sharing of responsibilities.

F. Demonstrate resourcefulness in carrying out their responsibilities by:

1. Being aware that there are several ways to accomplish tasks and to be looking for the best way.
2. Being flexible enough to try a new way to carry out a task.
3. Learning to progress from the simple to the complex.

G. Recognize the importance of constructive involvement by:

1. Being aware that the individual benefits from group endeavors.
2. Having a feeling of accomplishment in each undertaking.
3. Student involvement in all dormitory activities through planning, committee work and carrying out of plans.
4. Each wing -- or smaller groups -- being a separate entity to make own plans, with an adult present but not dominating.
5. Student involvement in conduct and rules.
6. The development of student rights.
7. Having seminars on leadership.
8. Students being involved in planning a certain number of activities.
9. Students conducting meetings independently without coaching or prompting from adults.
10. Students ordering certain supplies from the student council for particular group functions.
11. Students participating in beautification projects.
12. Students serving as guides for visitors.

H. Take interest in meeting their personal needs by:

1. Recognizing the need for security which includes:

   a. The need to feel needed.
   b. Reasonable consistency (know what to expect).
   c. Group acceptance.

2. Recognizing the need for expression which includes:

   a. Freedom to express his thoughts and feelings.
   b. Opportunities to exhibit his talents.
   c. Opportunities to pursue his interests.

3. Recognizing the need for love and affection which includes:

   a. Being thoughtful.
   b. Caring for people and showing kindness.
   c. Having the opportunity to be helpful in adverse situations.

4. Recognizing the need for success and achievement which includes:

   a. Experiencing success everyday.
   b. Developing a feeling of pride in accomplishments.

5. Recognizing moral needs -- social values.

   a. The student has the obligation to learn about and respect the social values of the cultures with which he comes in contact.
   b. The student learns that boy-girl relationships are developed according to the social values of his society.
   c. The student learns that natural impulses can be directed into socially accepted channels.

6. Practice in being himself and understanding self in all activities and actions.

I. Realize that he has responsibilities as a person in achieving independence by:

1. Taking opportunities to have greater involvement in planning school programs.
2. Recognizing the importance of self-discipline in achieving independence.
3. Learning to be fair and just in his dealings with others.
4. Being aware that responsibility for one's actions goes along with freedom. To be aware that freedom does not mean a person can do just anything he wants to.

5. Assuming responsibilities such as taking care of his needs and those of his family, abiding by the laws, choosing his goals, and learning to think for himself.
6. Working independently.
7. Recognizing the importance of effective oral expression in being independent.
8. Counseling the student that he is always responsible for his actions.
9. Having lessons on student responsibility: roleplaying, common situations and problems.
10. Realizing that students must take part in group discussions by expressing their feelings.

ADULT INVOLVEMENT

GOAL III

To utilize opportunities to assume their share of responsibility and to follow through to a satisfactory conclusion.

1. Guidance lessons on planning use of time.
2. Guidance lessons on how to plan around important events, daily routines, et cetera.
3. Guidance lessons on what it means to meet responsibilities.

    a. Always involve students in planning. Staff members only encourage and support students planning activities, don't do it for them.
    b. In-service training on community action and leadership training.
    c. Encourage or set up volunteer programs such as Big Sister and Big Brother.
    d. Do not set goals and responsibilities larger than students can handle.
    e. Guidance lessons on volunteering and helping others.
    f. Counseling: A student is responsible for his own actions.
    g. Make rules and responsibilities known to students and be consistent in enforcing rules.
    h. Involve students in setting up rules and regulations.

4. Have knowledge of resource services and people available.
5. Guidance lessons on problem solving for common problem situations.
6. Guidance lessons on problems and alternative solutions.
7. Encourage student to solve his own problems whenever possible.
8. Guidance lessons on what is self-control and what is involved.
9. Guidance lessons on delayed gratification.
10. Provide situations or activities where students can exercise self-control.
11. According to age and experience, gradually lessen outside control of students.
12. Guidance lesson on what is self-motivation. Encourage initiative in students and don't hamper it by presenting obstacles.
13. Guidance lessons on setting goals.
14. Guidance lessons on relationship between personal responsibility and independence.
15. Discuss problems with students in meetings. (Don't lecture them on what they are doing wrong. Talk about how to solve problem.)
16. Develop skits on "profits gained from accepting responsibilities" for dorm convocations.
17. Make attractive bulletin board displays.
18. Show films on responsibilities.
19. Report to parents periodically on how their children are fulfilling their assigned responsibilities.

20. Assign as many responsibilities as are needed to get the tasks done in the dormitory.
21. Encourage students to express their views on school policy.
22. Guidance lessons on manners and appropriate behavior for all occasions.

GOAL IV

To develop the ability to analyze critically and constructively, make decisions and accept the consequences.

OBJECTIVES -

A. To be aware that there are choices in everyday living.

B. To be able to think for themselves and distinguish between what is considered right and wrong.

C. To be able to make sound decisions from an analysis of alternatives and their consequences and to follow through to a logical conclusion.

D. To explore new fields of interest for choice making.

E. To make choices with an awareness of the socially acceptable values of their culture and those of other cultures with which they come in contact.

F. To utilize all available resources in making decisions.

G. To recognize the importance of self discipline in making decisions that will affect others.

H. To utilize opportunities for learning wise management of money in a satisfying manner.

I. To learn to make choices with confidence.

CURRICULUM ACTIVITIES

A. To be aware that there are choices in everyday living by:

1. Having choices in all situations.
2. Decision making being developmental and self-satisfying or at least self-accepted.
3. Learning to understand each situation they are in.
4. Counseling: You are responsible for your own actions.
5. Students being supported in choices through counseling.
6. Counseling: Lessons on understanding teen years.

B. To think for themselves and distinguish between what is considered right and wrong by:

1. Being encouraged to make their own decisions.
2. Recognizing the pressures put on them by society for conformity and deciding what they must conform to.
3. Recognizing that a person has strength of character and gains respect when he can say "no".
4. Speakers and guests providing different points of view.

C. To be able to make sound decisions from a selection of alternatives by:

1. Cooperating with the group in developing standards for behavior.
2. Having many opportunities to make choices and follow through to logical conclusions.
3. Seeking alternatives when faced with the need for a decision. When making a selection considers:

    a. His beliefs and values
    b. The long-range effects
    c. His goal
    d. The effect of his decision on others
    e. Which alternative offers the most satisfaction
    f. Which is the most efficient way

4. Listing the good and bad points of alternatives.
5. Accepting student decisions that appear to be inappropriate.
6. Having lessons on how to recognize alternatives using situations common to students.
7. Having lessons on decision making process, alternatives and how to choose.
8. Role playing different alternatives.
9. Participating in at least one club or activity.

D. Explore new fields of interest for choice making by:

1. Being aware that one makes choices of friends, activities, special interests, vocation and values.

2. Participating in special interest groups, trying new activities, and enjoying learning something new.
3. Having a variety of activities from which to choose.

E. Make choices from an awareness of the socially acceptable values of their culture and those of other cultures with which they come in contact by:

1. Being given reinforcement in what appears to be good decisions.
2. Participating in debate teams using dorm problems, et cetera.

F. Utilize all available resources in making decisions by:

1. Talking with persons knowledgeable on the subject.
2. Reading books, magazines, newspapers, and researching in the library.
3. Writing letters and making phone calls.

G. Recognize the importance of self-discipline in making decisions that will affect others by:

1. Discussing decisions which could hurt themselves, friends, family and society.
2. Recognizing that there are decisions which could affect others adversely but must be made anyway.
3. Recognizing that if self-control is not exercised, their decisions will be made by someone else, thus imposing outer control.

H. To utilize opportunities for learning wise management of money in a satisfying manner by:

1. Learning the fundamentals of banking procedures.
2. Learning how to use the school bank.
3. Developing an awareness of the limitation of spending money.
4. Realizing the value of saving money in order to meet future needs.
5. Learning to use their own initiative to earn money.
6. Learning how to plan and budget their money through guidance and experience. (Lessons on wise spending of money.)
7. Broadening their scope of consumer knowledge and economics through:

   a. Knowledge of items which may be bought in places other than the trading post.
   b. Knowing how to order by mail.
   c. Knowing how to use credit buying to the best advantage.
   d. Knowing how to examine merchandise and compare prices and weights and quality in order to make an economical and wise buy.
   e. Learning about the process of gaining a profit from an initial expenditure by participating in such activities as dances, raffles, bingo parties, car washes, cake walks, movies, carnivals, dinners, and other fund-raising activities.

8. Keeping track of expenditures for a month to see how they spend their money. (Staff shouldn't look unless asked.)
9. Taking shopping trips.
10. Getting summer jobs.

    a. Hold sessions for those students living away from home on how to buy food, clothes, how to save, how to provide for recreation, et cetera.
    b. Include talks by former summer job holders.

I. To learn to make choices with confidence.

1. Research information available before making a decision.
2. Support peers in the decisions they make.

ADULT INVOLVEMENT

GOAL IV

To develop the ability to analyze critically and constructively, make decisions and accept the consequences.

1. Give students the opportunities to make choices whenever possible. Provide a wide variety of activities.
2. Encourage students to make their own decisions, stressing that they are responsible for the decisions they make.
3. Strive for involvement of students in the planning and carrying out of activities, in setting up schedules, in getting work done. Involve students in solving problems within the dormitory wings. Example: Organize a committee to study stealing (why it happens, how to prevent it, how to deal with the person who steals.)
4. Teach problem solving methods.
5. In-service training in "Helping Emotionally Disturbed Students."
6. Decisions affecting the group should be made by the group.
7. Opinions of individuals must be sought and resolutions of differences of opinion should be worked out.
8. Disputations among staff members must be made a legitimate subject for group action, such as exploration, analysis, and resolution.
9. The feelings of members of the staff and also students should be considered even when they oppose the majority.
10. In-service training in the "Dynamics of Group Process."
11. Allow the students to accept reasonable consequences of their decisions or actions.
12. Support students in their decisions whenever reasonable.

GOAL V

To develop pride, respect and understanding of the Navajo culture.

OBJECTIVES -

A. To learn more about their tribal customs.

B. To be able to pass on to others cultural beliefs and practices.

C. To retain the values of their culture which are meaningful to them.

D. To take advantage of opportunities to learn to read and write their language.

E. To adapt to cultural and community changes.

F. To develop a respect and acceptance of self as a person and as a product of their culture.

G. To develop skills and talents which are part of their cultural background.

H. To learn areas where the Navajo culture has influenced other cultures.

I. To learn areas where the Navajo culture has been influenced by other cultures.

CURRICULUM ACTIVITIES

A. To learn more about their tribal customs through:

1. Hearing Navajo speakers who can relate Navajo history, future of the tribe, Navajo stories, clan relationships, ceremonies, customs of home and community and contributions to world society.
2. Viewing films on Navajo life such as those from BIA film sources.
3. Participating in Navajo games such as stick games, shoe games, and string games.
4. Participating in Indian Club or having a Navajo Culture Club.
5. Participating in traditional dress-up days.
6. Participating in Navajo rodeo events.
7. Reading books on Navajo life, listening to music and dancing.
8. Having lessons on manners expected in Navajo traditions.
9. Participating in dramas recreating historical events and Navajo life.
10. Having discussions on what is Navajo and what is not Navajo.
11. Encouraging parents to visit the dorm and live for a time.
12. Inviting parents in to tell stories, to teach weaving, Navajo cooking, et cetera.
13. Planning Navajo dinners.
14. Attending community chapter meetings.

B. To be able to pass on to others cultural beliefs and practices by:

1. Learning to speak Navajo fluently.
2. Participating in Navajo story telling.
3. Learning to dance, weave, cook, make pottery; to participate in arts and crafts, running activities, basketball, et cetera.
4. Displaying craftsmanship.
5. Writing Navajo stories for a contest.

C. To retain the values of their culture which are meaningful to them by:

1. Having time to attend tribal functions and ceremonies, both public and private, such as sings and dances, tribal fairs, et cetera.
2. Choosing tribal leaders as models.
3. Listening to "reality talks" and speakers about non-Navajo styles of living.
4. Understanding alternatives and choice making.

D. To take advantage of opportunities to learn to read and write their language by:

1. Taking advantage of courses offered.
2. Reading and writing Navajo.
3. Attending evening classes on reading and writing the Navajo language.

E. To adapt to cultural and community changes by:

1. Being informed on housing and community development through listening to speakers making personal observations and reading newspaper articles.
2. Discussing with speakers how these changes will affect their lives.
3. Learning how they can help make changes through tribal government processes and personal effort.
4. Taking field trips to different communities, studying changes, improvements, problems, et cetera.

F. Develop a respect and acceptance of self as a person and as a product of their culture through:

1. Studying Navajo history, wearing native dress, showing appreciation for the efforts put forth in cultural activities, enjoying tribal foods, having personal belongings in rooms, and greeting members of the tribe and parents with appropriate acknowledgments.
2. Participating in music and art, pow-wows, dances, athletics, contests, displays of talents, and being able to eat properly with own people and other people.
3. Discussing the good things of Navajo ways.

G. Develop skills and talents which are part of their cultural background through:

1. Learning to dance, weave, make pottery, do leather and silver work and to engage in arts and crafts, rodeo, running activities, singing, cooking, and story telling.
2. Visiting arts and crafts centers.

H. To learn areas where Navajo culture is influencing other cultures such as:

1. Decreasing emphasis on time.
2. Increasing emphasis on the "here and now" rather than the future.
3. Emphasizing the importance of living in harmony with nature (Good ecology practices).

I. To learn areas where Navajo culture has been influenced by other cultures such as:

1. Weaving
2. Silversmithing
3. Raising horses
4. Raising sheep
5. Tribal Government
6. Growth of industry.

ADULT INVOLVEMENT

GOAL V

To develop pride, respect, and understanding of the Navajo culture.

1. Tell students stories.
2. Explain clan relationships with students.
3. Set an example by being proud of your heritage.
4. Have skits on Navajo stories.
5. Invite speakers whom you know personally to talk with students.
6. Wear tribal clothing often. Wear your hair in the traditional style.
7. Participate in community sings.
8. Attend community chapter meetings and get involved when possible.
9. Learn to speak Navajo and then use it with students.
10. Organize Indian Clubs that emphasize Navajo culture.
11. Check appropriate books out of the library and encourage students to read and report on them.
12. Display subjects related to Navajo culture on bulletin boards.
13. Write articles for the school newspaper relating to Navajo culture.
14. Invite Navajos to give talks to students on "What I admire most about Navajo culture."
15. Arrange studenttrips to places where traditional Navajo culture can be studied.
16. Take students to tribal fairs that emphasize Navajo culture.
17. Organize a "Navajo Culture Day" on the dormitory level.
18. Learn and teach the Navajo arts and crafts, games, foods, and ceremonials.
19. Provide materials and facilities for students to use in learning various aspects of their culture
20. Stress parental involvement through parent workshops and parent visits.

GOAL VI

To be able to live comfortably in a multi-cultural society.

OBJECTIVES -

A. To learn to recognize similarities and differences between their culture and other cultures.

B. To gain insight and learn new behavior patterns from exposure to other cultures.

C. To learn techniques for handling frustrations resulting from culture shock.

D. To learn to relate to other cultures in positive ways.

E. To learn ways to share one's culture with others.

CURRICULUM ACTIVITIES

A. Learn to recognize similarities between their culture and other cultures through:

1. Field trips, contact with teachers, other tribes and non-Indians, and viewing films showing life in other cultures.
2. Communicating with a school which has students of other cultures with which they may trade letters, visits, assemblies, and gifts.
3. Participation in individual and team sports activities.
4. Discussion on what differences there are between cultures and how a person can learn to get along with these differences.
5. Discussion of the many ways in which people are similar: likes, dislikes, needs, et cetera.
6. Guest speakers, both Navajo and non-Navajo, from all walks of life.
7. Speaking and writing Navajo and English.
8. Learning Navajo customs and history.
9. Viewing movies, T.V., newspapers, magazines, and books.
10. Guidance lessons on similarities and differences of behavior for various occasions and events.
11. Guidance lessons on social graces for different cultures.
12. Gaining insight into "isolationism" vs "total involvement" with other cultures.

    a. The effect isolationism has on learning to live with other cultures.
    b. The effect total involvement has on cultural identity.

B. Gain insight and learn new behavior patterns from exposure to other cultures by:

1. Receiving guidance in the social manners appropriate in introductions, parties, dinners, dating, shopping, work, and home.
2. Going on field trips to businesses, off-reservation schools, athletic events, et cetera.
3. Getting summer jobs off the Reservation.
4. Participating in or taking advantage of student exchanges and talking with exchange students.
5. Visiting teachers' homes.
6. Studying other cultures, customs, and mores (analyze critically).
7. Accepting others as they are without necessarily adopting their behavior.

C. Learn techniques for handling frustrations resulting from culture shock through:

1. Learning what culture shock is and how to recognize it.
2. Discussions of common problems encountered when living off the Reservation.

a. What to do with leisure time.
b. How to be close neighbors.
c. Knowing the laws of the new area.
d. How it feels to be the minority.
e. Recognize alternatives and be able to make decisions.

3. Role playing situations which might be frustrating and discussing the possible ways to handle the situation.
4. Appropriate situations pointing out what is Navajo way and the ways of other peoples.
5. Talks/discussions with civil leaders, Navajo and other, on community problems and difficulties.
6. Being aware of outside community problems and that all is not really as nice as it might appear.

D. Learn to relate to other cultures in positive ways through:

1. Attendance and involvement in community affairs.
2. Practicing getting to know a variety of people, "putting your best foot forward."
3. Using skills and talents to help others in the community.
4. Learning to be interested in other people's ideas and ways of doing things.
5. Volunteering to do things.
6. Learning appropriate use of leisure time.
7. Learning that family support in the other communities is not as strong or closely followed as among the Navajo.

E. Learn ways to share one's culture with others.

1. Teach others to make fry bread.
2. Tell stories relating early childhood experiences.
3. Teach Navajo games to others.
4. Teach arts and crafts to others.

ADULT INVOLVEMENT

GOAL VI

To be able to live comfortably in a multi-cultural society.

1. Have in-service training on cultural contacts.
2. Give guidance lessons on various behavior patterns or ways of doing things.
3. Provide opportunities for cross-cultural contacts.
4. Invite anthropologists to speak on "culture and its meaning."
5. Plan field trips to study other cultures and how they have adjusted to a multi-cultural society.
6. Prepare attractive bulletin board displays that stress the theme "multi-cultural society."
7. Invite representative speakers from other cultures to participate in a "multi-cultural day."
8. Assist students in finding jobs that will expose them to other cultures.
9. Invite students to your home so they can observe the way you live.
10. Invite psychologists to speak on "culture shock."
11. Provide magazines and books on various cultures for students to read.
12. Announce special T.V. programs that emphasize cultural aspects of society.
13. Encourage students to exchange letters and gifts with young people from other cultures.

GOAL VII

To internalize a set of spiritual and ethical values.

OBJECTIVES -

A. To develop a philosophy of life encompassing values of their own and other cultures and which stresses strength of character.

B. To gain insights into the ethnic and religious foundations of American life.

C. To be aware of personal strengths and weaknesses and work to adjust to or overcome weak points.

D. To take increased interest in their personal conduct by accepting responsibility for their behavior.

E. To learn to live in harmony with self, others, and one's environment.

CURRICULUM ACTIVITIES

A. Develop a philosophy of life encompassing values of their own and other cultures and which stresses strength of character by:

1. Being aware of what makes a strong character -- honesty, trustworthiness, self-control, standing up for one's beliefs, consistency, sense of humor, carrying on even in adverse situations and dependability.
2. Becoming self-confident.
3. Reading biographies of great men and women.
4. Listening to religious speakers, medicine men, and others and deciding what characteristics of strength they have or talk about.
5. Being aware that character is developed and molded by the individual and by those who surround him. The individual is responsible for his character development.
6. Lessons on how to show compassion. (See Goal I -- Objective J)
7. Accepting responsibility for their own actions.
8. Discussing moral obligations.

B. Gain insights into the ethnic and religious sources of American life through:

1. Becoming familiar with their own tribal religious thinking.
2. Becoming aware of the many kinds of religions present in American life.
3. Becoming aware of the various ethnic cultures, where they came from, why and what they contribute to American life.
4. Visiting churches, ceremonials, dances, cities and museums.
5. Having speakers on "This I Believe" type of format.
6. Having speakers with different points of view.
7. Seeking information on churches.

C. Be aware of personal strengths and weaknesses and work to adjust to or overcome weak points through:

1. Being aware that a person is of worth regardless of his strengths and weaknesses and that each student needs to acquire an understanding of this.
2. Being able to accept constructive criticism to improve weak points.
3. Being supported by adults and friends in situations he faces.

D. To take increased interest in their personal conduct by accepting responsibility for their behavior through:

1. Discussions of responsibilities of parents, workers and the student's role as a community member.
2. Accepting responsibility for improvement of his environment, person, home, school and community.
3. Completing work he is assigned or chooses to do.

4. Awareness that he must become knowledgeable of the laws where he lives.
5. Learning about the qualities of good leadership through committee work, discussion on what kind of leaders people like, and participation in student government.
6. Dealing with failure frankly and openly (to the student or group).
7. Recognizing the importance of a step-by-step plan of operation.
8. Decisions made without advice or help from others.

E. To learn to live in harmony with self, others, and one's environment by:

1. Understanding the advantages of living on the Reservation.
2. Understanding the limitations of living on the Reservation.
3. Becoming concerned about conservation of the natural resources on the Reservation.
4. Visiting and learning to appreciate the places of natural beauty on the Reservation.
5. Becoming concerned with the increase of littering on the Reservation.
6. Visiting and becoming more familiar with the sacred places on and near the Reservation.
7. Learning about one's own self.
8. Participating in activities which help gain insight into one's self in group and individual situations.

ADULT INVOLVEMENT

GOAL VII

To internalize a set of spiritual and ethical values.

1. Training on developmental aspects of teenagers.
2. Guidance lessons on what is character and the spiritual and moral values which are part of character.
3. Guidance lessons on self-consistency.
4. Guidance lessons on moral obligation.
5. Provide opportunities for students to see, read, and hear about different value systems.
6. Provide speakers to discuss tribal religious thinking, practices, and legends.
7. Provide opportunities for students to attend church if they wish.
8. Guidance lessons on how to critically analyze strengths and weaknesses and then balance them.
9. Guidance lessons on recognizing a mistake or failure and how to handle it.
10. Guidance lessons and speakers on what is moral behavior in various value systems.
11. Be aware that each student is an individual.
12. Provide opportunities for students to appear in a good image.
13. Involve students in planning and carrying out activities.
14. Guidance lessons and speakers on family relations.
15. Utilize activities listed under Goal V. (Goal V deals with pride, respect, and understanding of the Navajo culture.)
16. Bulletin board displays carrying out a spiritual or ethical theme.
17. Reading magazines and newspapers and cutting out articles to share with students.
18. Guidance lessons and discussions on the ethics of "violence and force" vs "democratic process" to accomplish goals.
19. Encourage students to watch "specials" on T.V. dealing with any of the above issues.
20. Teach that the achievement of ethical and spiritual values is a long-term, developmental process.

GOAL VIII

To develop and maintain sound physical and mental health.

OBJECTIVES -

A. To assume responsibility for personal hygiene.

B. To be well groomed.

C. To understand the use and abuse of drugs and alcohol.

D. To accept and deal with changing physical characteristics.

E. To be aware of safety hazards and to practice safety.

F. To learn about the relationship of foods and exercise to good health.

G. To acquire knowledge of symptoms and cures of illness and recognize when professional services are needed.

H. To value the Navajo cultural teachings regarding physical and mental health.

I. To value rest and relaxation as they contribute to good physical and mental health.

J. To develop sound attitudes towards sex and family relations.

CURRICULUM ACTIVITIES

A. To assume responsibility for personal hygiene through:

1. Developing habits of cleanliness of self and clothes.
2. Allowing time in the daily schedule for practicing personal hygiene.
3. Learning the relationship of cleanliness to a good self-concept.
4. Learning how various contagious diseases are transmitted and becoming aware of the importance of preventing the spread of these diseases.
5. Becoming aware of the importance of personal hygiene to social acceptance.

B. To be well groomed through:

1. Utilizing beauty and barber shops.
2. Taking pride in personal appearance.
3. Reading fashion magazines.
4. Participating in fashion shows.
5. Knowing appropriate clothing for different occasions such as work, dating, dances, et cetera.
6. Knowing how to repair and launder personal clothing.
7. Buying properly fitted clothing and shoes.
8. Knowing proper use of make-up.
9. Making effective use of tribal clothing.

C. To understand the use and abuse of drugs and alcohol through:

1. Talks and films on drugs and alcohol.
2. Talks from resource people such as Law and Order, PHS, and ONEO.
3. Group reports of the effects on the body of drugs, alcohol, and glue or paint sniffing.
4. Knowing the laws and penalties concerning drugs and alcohol.
5. Learning acceptable personal values.
6. Talks and/or discussions on what are acceptable social drinking habits (older students).
7. Being knowledgeable of resources for treatment or help.

D. To accept and deal with changing physical characteristics through:

1. Realizing that pubescent changes are nothing to be ashamed of, but rather a natural process.
2. Listening to talks by doctors, nurses, or other resource people.
3. Consulting medical staff on questions.
4. Learning to deal with the emotional and social aspects of puberty.

E. To be aware of safety hazards and to practice safety through:

1. Learning and following safety regulations in the dormitory, classroom, and on campus.
2. Being aware of the dangers to oneself and others when drinking is involved.

3. Reporting safety hazards to staff members.
4. Learning pedestrian precautions.
5. Being aware of dangers involving hitchhiking, riding with strangers, overloaded pick-ups, jumping from moving vehicles, et cetera.
6. Movies and speakers illustrating the results of drinking and reckless driving.
7. Realizing that practicing safety is a manifestation of self-respect.

F. To learn about the relationship of foods and exercise to good health by:

1. Using good eating habits.
2. Listening to talks from health and food service and P.E. departments.
3. Participating in a physical fitness program.
4. Discussing nutritional diets.
5. Allowing time in daily schedule for some type of physical exercise.
6. Participating in intramurals and school sports.
7. Knowing proper foods for snacks and when to snack.

G. To acquire knowledge of symptoms and cures of illness and to recognize when professional services are needed through:

1. Knowledge of different types of illnesses which are common to this area.
2. Knowledge of First Aid procedures.
3. Studying and learning about venereal diseases and their prevention.

H. To value rest and relaxation as they contribute to good physical and mental health through:

1. Set times for rest, relaxation, and work.
2. Physical fitness program in the dormitory.
3. Learning the psychological effects of rest, tension reduction, and proper exercise.
4. Becoming aware of the social and psychological effects of improper exercise and rest.

I. To value the Navajo cultural teachings regarding physical and mental health through:

1. Taking advantage of Navajo and other health services when needed.
2. Learning legends of all sorts at the right season.
3. Talking to their parents or Navajo staff members when special help is needed.
4. Learning Navajo traditional practices.
5. Taking advantage of Navajo mental health services.

J. To develop sound attitudes towards sex and family relations through:

1. Small group activities -- dating group activities.
2. Discussions on going steady.
3. Discussions on planning for the future as a husband or wife.
4. Discussions on problems and adjustments in married life.

5. Role playing situations such as:

   a. Husband is offered a job away from home, and the wife doesn't want to move.
   b. Husband doesn't want his wife to work.
   c. Girl going with a married man with children.
   d. Girl marries an older man with children.
   e. Husband is not employed and is running around; wife is busy working.
   f. Wife and husband each want to live at their own place.
   g. Wife is a Christian church member -- husband is a traditional Navajo; husband is going to have a sing.

6. Participating in discussions on birth control, abortions, unwed motherhood and fatherhood.
7. Understanding of emotions involved leading to sexual intercourse.
8. Listening to talks on pregnancy and pre-natal care.
9. Learning the respective roles of father, husband, wife and mother.
10. Discussions on inappropriate sexual behavior such as rape, promiscuity, homosexuality, et cetera.

ADULT INVOLVEMENT

GOAL VIII

To develop and maintain sound physical and mental health.

1. Guidance lessons on First Aid procedures.
2. Guidance lessons on home care for the sick.
3. Have resource people such as clergymen, counselor, older married couples come and talk to the students on married life and family relations.
4. Bulletin board displays carrying out such themes as: personal hygiene, good grooming, drugs, safety, foods, illness and good health, family relations, et cetera.
5. Guidance lessons on personal hygiene.
6. Guidance lessons on good grooming.
7. Guidance lessons on the use and abuse of drugs and alcohol.
8. Guidance lessons on changing physical characteristics.
9. Guidance lessons on safety.
10. Guidance lessons on foods and nutrition.
11. Guidance lessons on the values of proper exercise.
12. Guidance lessons on the causes and treatment of illnesses.
13. Guidance lessons on aspects of good mental health.
14. Guidance lessons on family relationships.
15. Make books and magazines on health subjects available to students.
16. Encourage students to watch T V "specials" on any of the above subjects.
17. Take students on field trips to hospitals and mental institutions where they can observe what happens when physical and mental health is neglected.

GOAL IX

To explore various career opportunities and acquire knowledge and attitudes necessary for success in their chosen field.

OBJECTIVES -

A. To develop a positive attitude towards work.

B. To recognize the need for education and planning as a stepping stone to a future career.

C. To gain knowledge of the various fields of work and the training requirements for the occupations within each field.

D. To develop individual talents, skills, and abilities and know how to use them.

E. To utilize job skills while in school.

F. To recognize that occupations differ in tempermental requirements.

G. To recognize adjustment factors in making work satisfying and keeping a job.

H. To recognize that school is part of one's present life as well as preparation for the future.

I. To know how to get a job.

CURRICULUM ACTIVITIES

A. Develop a positive attitude toward work by:

1. Taking part in a "Career Day" which would involve working along with a person who is on the job.
2. Working at odd jobs to earn spending money.
3. Participating in student-work projects for earning money.
4. Discussing reasons people work: earn a living, personal satisfaction, the need to be busy, the need for recognition, the need to produce, the need for successful experiences.
5. Working in summer jobs, NYC, and work-study programs.
6. Assisting teachers or aides with routine and non-confidential chores.

B. Recognize the need for education and planning as a stepping stone to a future career through:

1. Discussions on individual abilities, interests, special skills, and needs.
2. Discussions on how to decide whether to go on to higher education, vocational training, to get a job or to enter service.
3. Discussions on academic requirements for various post-high school training.

C. Gain knowledge of the various fields of work and the training requirements for the occupations within each field by:

1. Collecting students' art showing typical workers in various occupational fields. Prior to a "Career Day," exhibit the art on the school bulletin board. (Elementary school art work would be an added attraction.)
2. Involving English classes in making a current file of books relating to work and autobiographies and biographies that stress the vocational aspect of a person's life. Make these files available in the library.
3. Preparing summaries (weekly, monthly) of positions and jobs advertised in local newspapers.
4. Participating in student clubs such as nurses' club, teachers' club, Future Farmers of America, et cetera.
5. Gathering, evaluating, and filing information about a selected vocational field. Make the file accessible to everyone. Ask staff members for assistance.
6. Participating in a group session held for juniors and seniors. Have a speaker or a panel of speakers discuss fringe benefits of jobs such as: retirement plans, health and accident insurance, vacations, unions, et cetera. May have buzz groups to summarize and raise questions.
7. Planning an orientation to "Career Day":

   a. Vocations that will be presented.
   b. Number of group sessions a student may attend.

c. Length of each session.
d. Information which may be learned.
e. Where to find vocational information.
f. Prepare programs for "Career Day".
g. Students should be encouraged to select and then think about what they want to know.

8. Participation in a "Career Day": Representatives of various occupational fields may meet with students to discuss the career possibilities in their field.
9. Having students act as counselors in wings of dormitories.
10. Writing a summary of his vocational plans and relating these plans to his interests, aptitudes and abilities.

D. To develop individual talents, skills, abilities and know how to use them through:

1. Taking skill and interest inventories: formal and informal.
2. Taking opportunities to develop talents through:

a. Recognition of talent.
b. Study.
c. Belonging to a group in which the talents can be used.
d. Knowledge of what kinds of occupations the skill could be used in.

3. Opportunities to participate in many kinds of activities.

E. To utilize job skills while in school by:

1. Participating in work-study programs.
2. Working in canteens, student bank, special work projects such as beautification projects, clean-up campaign, office work, kitchen and receptionist.
3. Participating in student work programs.
4. Being a Big Sister or Brother to elementary school students.
5. Working as a "candy striper".
6. Learning carpentry and using it to make minor repairs.
7. Working on tasks of a study nature, hobbies, and jobs and trying to: Observe time schedules, know what quality of work is expected and strive to fulfill it, do more than is required, be neat and accurate, take pride in the work, try new ways of doing the work, gather necessary materials before beginning the job, work in logical steps which require pre-planning.

F. To recognize that occupations differ in tempermental requirements through:

1. Inventories of personality traits, such as desire to work with people, alone, with practical things like machinery, handicrafts, or the desire to study and teach others.

2. Discussions on how human relations play an important role in all occupations.

G. To recognize adjustment factors in making work satisfying through:

1. Discussions on the possibility that desired occupations may mean being away from home, friends and loved ones.
2. Discussions and ranking of the most obvious requirements: strength, coordination, math computation, patience, and ability to adjust in a variety of occupations.
3. Identifying factors that influence life goals in the world of work.

H. To recognize that school is part of one's present life as well as preparation for the future through:

1. Discussions on what has been the impact of automation on the world of work. What are the implications for the future.

2. Identifying what effects on people the economic employment level of a city play.

I. To know how to get a job through:

1. Group discussions on having an interview: how to dress, what to say, how to end the interview. Read an appropriate selection on this. Role play an interview. Set up circumstances first such as: kind of job, what kind of person the employer wants, and techniques of the interview. Decide how many need to be in it. Discuss it.
2. Having a speaker: personnel manager that employes graduates or others from the local area. (i.e. Fairchild) Topic might be: "Why Job Applicants Are or Are Not Hired". Should stress:

   a. Skill requirements for performing the jobs.
   b. Personality factors influencing success.
   c. The value of letters of application and interviews in securing a job.
   d. Reasons applicants are or are not hired.

3. Being aware of special government programs such as: the Economic Opportunity Act, Neighborhood Youth Corps, VISTA, the Peace Corps, Community Action Program, Project Headstart, Health Professions Educational Assistance and work-study programs.

   a. Form committees to get and file information needed. Much information can be secured by written requests to public officials. Put material into a handbook.

b. Publish feature articles in the school or local paper about students who have participated in government programs.
c. Use a panel of students who have been in a government program to discuss their experiences on a local radio station.
d. Speakers and representatives from various federal programs may speak with students individually or in small groups.
e. Role play with two or more students discussing possibilities for solutions to employment problems:

(1) John, a senior, wants to finish high school but may have to drop out for financial reasons.
(2) George will graduate in June. He has been unable to find a job and does not want to go to college or a trade school. He has not made definite vocational plans, but his parents are unable to continue supporting him.
(3) Sarah, an average student, probably cannot get a college scholarship, and she cannot afford to go to college. However, she wants very much to go and is willing to work.
(4) Bill wants to be a doctor or a medical technologist. He does not want to enter school next year but would like to do some kind of work to gain some practical experience.

4. Lessons on how to find and keep a job: Where to look, letters of application, how to fill out forms, and recommendations.

ADULT INVOLVEMENT

GOAL IX

To explore various career opportunities and acquire knowledge and attitudes necessary for success in their chosen field.

1. Provide opportunities for students to work summers and during the school year.
2. Provide orientation to job holders.
3. Provide information on fields of work careers and training requirements: Books, magazines, field trips, speakers, career days.
4. Provide opportunities for students to investigate ways to use their interests and talents.
5. Discuss careers with students (informally).
6. Provide students with information on career trends.
7. Guidance lessons on proper job attitudes and work habits.
8. Guidance lessons on How to Get a Job.
9. Guidance lessons on relationship of work and leisure time.
10. Bulletin board displays on various careers.
11. T-V "specials" on careers.
12. Guidance lessons on relationship of work to earning a living.
13. Guidance lessons on happiness, fulfillment, achievement of personal values and satisfactory employment.
14. Guidance lessons on "Current Career Crisis."
15. Guidance lessons on different temperments for different occupations.
16. Guidance lessons on academic requirements for various post-high school training.

GOAL X

To accept change and deal with it realistically.

OBJECTIVES

A. To learn when and how to adapt to changing situations.

B. To build their self-confidence so that they feel secure in a changing world.

C. To recognize that personal and social relationships change.

D. To recognize and adapt to cultural changes.

E. To recognize and adapt to environmental changes.

F. To know how to bring about desired changes in an acceptable manner.

G. To evaluate the effects of change in terms of whether;

1. The situation is improved,

2. The situation is made worse, or

3. The change made little or no difference.

CURRICULUM ACTIVITIES

A. To learn when and how to adapt to changing situations through:

1. Reading newspapers and magazines; noting the areas of change and how these changes came about.
2. Listening to a tribal representative discuss the many changes on the Reservation during the past decade and how these changes came about.
3. Evaluating the changes that have taken place in one's own life since entering high school.
4. Comparing societies that change relatively slowly and those that experience rapid changes.
5. Asking respected people how they dealt with change in the crisis periods of their lives.
6. Reading the biographies of great men and women and evaluating their methods of dealing with change.

B. To build their self-confidence so that they feel secure in a changing world through:

1. Recognizing that change is an inevitable part of life.
2. Working in changing situations where achievements are recorded regularly.
3. Being able to discuss with helpful people conflicts brought about by change.
4. Helping others adapt to change in a way that they can achieve success.
5. Discussing the periods of life that require more change and thus need more preparation.
6. Holding fast to basic decisions concerning ideas and values which are important to students.

C. To recognize that personal and social relationships change through:

1. Observing what happens to friendships with peers and adults from the opening of school, through the year, and at the end of the year. Have new friendships developed? Are some friends no longer friends? Are you closer to an adult than you were?
2. Observing how relationships change between boys and girls. How has your friendship developed with a special person? Will it change? How can you cope with the changes?
3. Observing how your needs change in relation to your parents.
4. Observing how your needs change in relation to counseling. What do you need?
5. Observing how your needs change in relation to your teachers.
6. Observing emotional development in dealing with personal relationships.
7. Observing changes in your philosophy (view) of life.
8. Observing how your feelings about yourself are related to your physical development.
9. Observing that some relationships change rapidly and others over a long period of time.

D. To recognize and adapt to cultural changes through:

1. Historical studies of Navajo and other cultures.
2. Listening to tribal representatives tell of their heritage.
3. Observing the Navajo traditional way of life and the way "modern" Navajos live.
4. Participating in Navajo ceremonies and social events.
5. Participating in non-Navajo ceremonies and social events.
6. Participating in Indian clubs.
7. Participating fully in school activities, such as:

   a. Sports.
   b. Band.
   c. Student Government.
   d. Plays.
   e. Clubs.
   f. Organizations.
   g. School trips.

E. To recognize and adapt to environmental changes through:

1. Observing and recognizing the population growth and its effect on the environment.
2. Observing and recognizing technichological impacts on the environment.
3. Observing and recognizing ecological changes in the environment.
4. Observing and recognizing political influences on environmental changes.
5. Observing and recognizing the influence of economics on the environment.

F. To know how to bring about desired changes in an acceptable manner through:

1. Recognizing the need for a change.
2. Recognizing that change has many complex causes and effects.
3. Anticipating the possible outcomes a change may bring.
4. Recognizing the resources available to make a change, such as:

   a. Parents.
   b. Peers.
   c. School staff members.
   d. School board members.
   e. Community and tribal leaders.
   f. Student government representatives.
   g. Organizations.

5. Accepting, in a mature way, the consequences of changes.

G. To evaluate the effects of change in terms of whether; 1. the situation is improved, 2. the situation is made worse, or 3. the change has made little or no difference through.

1. Determining whether or not the outcome of the change was the desired effect.
2. Determining whether or not there were desirable or undesirable side effects.
3. Accepting the outcome or making further changes when the situation is made worse or when no "real" change is evident.
4. Accepting responsibility for consequences of changes you initiate.

ADULT INVOLVEMENT

GOAL X

To accept change and deal with it realistically.

1. Be available to students seeking support and acceptance during a period of change.
2. Set a mature and socially acceptable example for students showing when and how to adapt to changing situations.
3. Counsel students that there are acceptable and unacceptable ways to initiate change.
4. Encourage students to accept the responsibility for the outcomes of changes they initiate.
5. Provide "rap" sessions on feeling involved in the changing personal and social development of the individual.
6. Anticipate problems in coping with changes by counseling and/or referring students as necessary.
7. Investigate and know resources necessary and available to bring about a desired change.
8. Solicit participation from available resources to initiate appropriate changes.
9. Encourage students to participate in school activities in order to bring about the changes they want.
10. Become involved in activities with the students in order to help them bring about desired changes in an acceptable manner.
11. Encourage parental involvement in making appropriate changes which affect the students.
12. Keep school boards and communities aware of trends and encourage their participation in making appropriate changes.
13. Help students to anticipate the possible outcomes of change.
14. Respect ideas and values which the students feel are important.
15. Counsel with students regarding changes that affect their lives.
16. Encourage students to retain their Navajo culture through participation in traditional ceremonies and social events.
17. Encourage student participation in non-Navajo activities to aid in adjusting to cultural differences.
18. Provide opportunities to discuss cultural changes.
19. Build self-confidence of students through:

    a. Greeting each student by name, sincerely and enthusiastically.
    b. Taking care of their basic needs of clothing, food, housing.
    c. Keeping students abreast of the changing world through films.
    d. Planning activities of interest and within capabilities of the students.
    e. Encouraging students in academic pursuits.
    f. Providing incentive awards for accomplishments.
    g. Supporting students in the decisions they make.

20. Involve students in work situations to learn adjustment necessary for various types of employment.

21. Provide trips so that students can observe changes around them.
22. Provide films and other resource materials on changes that are taking place and their effects on all aspects of life.
23. Provide resources on changes and trends in colleges, high education, and vocational education.
24. Provide resources on changes and trends in occupational fields.

GOAL XI

To develop constructive civic attitudes and skills.

OBJECTIVES -

A. To be involved in student and community affairs.

B. To develop socially acceptable behavior.

C. To develop leadership qualities as well as to be able to be a good follower.

D. To realize the importance of involvement and leadership in achieving independence.

E. To recognize himself as a capable, contributing member of society.

F. To develop a sense of belonging.

G. To accept and respect the local community.

H. To be knowledgeable of the: School, Navajo, State, and National systems of government.

I. To accept and/or change properly, the guidelines of home, of school and in the community and country.

J. To be able to utilize knowledge gained in school, in governmental affairs.

CURRICULUM ACTIVITIES

A. To be involved in student and community affairs through:

1. Participation in at least one club.
2. Having chapter officers come and conduct discussions.
3. Having students write opinions on subjects they wish known to staff and school and put them in the school paper.
4. Inviting speakers of different views for talks.
5. Club leaders discussion groups.
6. Voting in student and community elections.
7. Participating in planning and following through on one dorm activity or school activity.
8. Having students hold and conduct at least two dorm meetings per month. Students may choose speakers, subjects, activities and refreshments for these meetings.

B. To develop socially acceptable behavior through:

1. Developing an awareness of different behavior or manners for different situations.
2. The practice of good manners and behavior.

C. To develop leadership qualities and to be able to be a good leader through:

1. Participating in at least one club or organization and carrying through for the whole year.
2. Participating in planning and carrying out at least one dormitory activity.
3. Participating in leadership seminars.

D. To realize the importance of involvement and leadership in achieving independence through:

1. Participation in planning and carrying out activities.
2. Attending and taking an interest in student government and dormitory councils.
3. Speaking out and writing news articles.
4. Learning to abide by the rules set by student government and dorm councils.
5. Voting in student elections.

E. To recognize himself as a capable, contributing member of society through:

1. Participating in at least one club.
2. Learning how to speak out and voice opinions and doing so.

F. To develop a sense of belonging through:

1. Participation in school activities.

2. Attendance at student meetings.
3. Being aware of events or actions which concern him.
4. Participation in at least one club activity.

G. To accept and respect the local community through:

1. Knowing the community laws.
2. (See Goal I)

H. To be knowledgeable of the: School, Navajo, State and National systems of government through:

1. Developing an interest in the actions of each government.
2. Watching a news program every day.
3. Reading a news magazine every week.
4. Learning to talk about news events with peers and adults.

I. To accept and/or change properly the guidelines of home, of school, and in the community and country by:

1. Speaking out and voicing opinions.
2. Participating in planning or carrying out activities.
3. Voting in all elections.
4. Being informed of events.
5. Respecting the rights of others (See Goal I)
6. Abiding by the rules or changing them in the proper manner.

J. To be able to utilize knowledge gained in school in governmental affairs through:

1. Being informed about community affairs.
2. Knowing how to register and carry out voting responsibilities.
3. Knowing how to look at all sides of issues and make wise decisions based on personal and community needs.
4. Participation in local community government through attending chapter meetings and taking responsibilities within the community organization.

ADULT INVOLVEMENT

GOAL XI

To develop constructive civic attitudes and skills.

1. Post student council minutes and discuss in dorm meetings.
2. Encourage running for student offices.
3. Show interest in club affairs and activities.
4. Purchase adequate supply of newspapers and magazines.
5. Send student delegation to chapter meetings and give reports to dorm students.
6. Post a list of clubs and activities open to students.
7. Encourage voting and voter registration.
8. Encourage students to view one news program per day.
9. Discuss student and community affairs and news with students.
10. In-service training in community development concerning leadership training and community action.
11. Encourage students on progress at school or dorm (positively).
12. Provide occasions for students to practice correct behavior. Do not be only negative when a mistake occurs.
13. Encourage club and student leaders.
14. Have small wing meetings to encourage students to speak out.
15. Allow students to set their own rules and guidelines as much as possible.
16. Encourage participation in at least one club and/or other year long activity.
17. Encourage school spirit, talk of games, cheerleaders, praise the school, dorm, wing, club activities.
18. Attend school games, activities, dinners, et cetera.
19. Allow students to do things and support them.
20. Invite local community leaders to discuss problems with students, but not to lecture them.
21. Keep students informed as to why certain rules are necessary.
22. Live according to the rules and guidelines that you are supposed to follow. Set a good example.
23. Encourage a sense of belonging.

GOAL XII

To develop abilities and talents through understanding and appreciation of the practical and academic curriculum.

OBJECTIVES -

A. To use their Navajo culture to develop a better understanding of these areas.

B. To discover ways to apply school learning to life situations.

C. To become an informed person.

D. To be able to assess their special abilities and talents.

E. To achieve skillfulness in special abilities and talents.

F. To learn the value and techniques of good study habits.

G. To understand the importance of self-discipline in getting an education.

H. To experience satisfaction and success in the educational process.

I. To broaden their interests by being exposed to many new ideas and situations.

J. To be able to express themselves fluently in both Navajo and English.

CURRICULUM ACTIVITIES

A. To use their Navajo culture to develop a better understanding of the areas of practical and academic curriculum through:

1. Knowledge of Navajo historical beginnings and the progression of Navajo history.
2. Knowledge of what the Navajo has contributed to society and of what other cultures have contributed to the Navajo way of life.
3. The use and development of their Navajo crafts skills and applying these techniques in other classes.

B. To discover ways to apply school learning to life situations through:

1. Getting a job, helping the family take care of business, leisure time activities, and involvement in school activities and community affairs.
2. Seeking ways to apply knowledge and skills in helping others.
3. Planning activities which involve as many skills as possible.
4. Participating in and speaking at meetings.
5. Having debates on pertinent issues.

C. To become an informed person through:

1. Reading the newspaper, news magazines, national interest magazines such as Life, student news publications, etc.
2. Watching T.V. specials, news and informative programs. T.V. Guide should be available and programs worth seeing posted.
3. Listening to speakers from all walks of life.
4. Attending chapter meetings in the home area. Take a group of students home for a chapter meeting.
5. Learning to be observant and look for details for ideas--in landscapes, in books, in conversations, in the way people dress and are groomed, in the behavior of people, etc.
6. Attending cultural events such as operas, concerts, plays, etc.
7. Seeing popular movies and trying something different from the usual favorites.
8. Reading a variety of books: Biographies, autobiographies, mysteries, true stories, fiction, etc. Books may give many new ideas and interests. Have a dormitory library. Post signs encouraging reading.
9. Field trips to government agencies, councils, places to vocations, museums, churches and ceremonials.

D. To be able to assess their special abilities and talents through:

1. Being aware that everyone has things he is good at.
2. Analysis of himself including:

   a. Best subjects (grades) -- poorest subjects.
   b. Greatest skills (themes, oral reports, lab work, art projects, discussions, manual arts, reading, home arts, etc.)
   c. Strongest skills and abilities -- weakest skills and abilities.

d. High school activities, hobbies, and work skills which show his skills.

E. To achieve skillfulness in special abilities and talents through:

1. Participation in hobbies and classes which utilize the special abilities and talents.
2. Being involved in a student-work program.
3. Practice in using leisure time to improve skills.
4. Reading books etc. on how to improve upon a certain skill.
5. Making plans for the future which will involve use of the skills.
6. Using the skills/abilities to more fully participate in the school program: Talent shows, repair projects, student counselors, dorm activities, hobbies and clubs.

F. To learn the value and techniques of good study habits through:

1. The development of a handbook or booklet that outlines study skills and aids.
2. The use of a schedule sheet and keeping track of the way his time is spent for one week. The time may be divided by ½ hours.
3. Viewing films on how to study.
4. Conducting a survey of study skills and attitudes.
5. Estimating the number of hours a week spent on home work and then comparing that to the actual number.
6. Making a list of strengths and weaknesses and figure out ways to improve his study skills.
7. Participating in a special group which needs extra help in developing study skills.
8. Setting aside a time that is best for individual study.
9. Practice in budgeting time.

G. To understand the importance of self-discipline in getting an education through:

1. Discussions on "Who can make you study" -- everyone feels like quitting when the subjects are too hard, but by sticking to it learning will take place.
2. Lessons/talks on the importance of what is learned.

H. To experience satisfaction and success in the education process through:

1. Realizing that there are rewards for learning: Jobs, recognition, pleasure at knowing something new, being able to communicate better with people, etc.
2. Feeling pride in tasks well done.
3. Being able to use knowledge under a variety of circumstances.
4. Experiencing some success every day.
5. Choosing a program which satisfies his desires and will help him reach his goals.
6. Using dorm libraries.
7. Inviting staff members to attend classrooms and special functions.

I. To broaden their interests by being exposed to many new ideas and situations through:

1. A variety of leisure time activities which may include: Reading, teachers, nurses, and farmers clubs, collections of various kinds, hobbies including art media, wood, clay, metals, outdoor sports, dancing, etc.
2. Field trips to cities, small towns, places of amusement, churches, colleges, vocational schools, vocational situations, etc.
3. Activities which are found under (C) on how to be an informed person.
4. Taking the initiative in trying something new. Learn to think about ideas of which he has heard. Learn to form his own opinion. The person who is interested in what's going on around him is also an interesting person.

J. To be able to express himself fluently in both English and Navajo through:

1. Learning to observe how older Navajo men and women speak their language and express themselves in a variety of situations.
2. Being aware that it is important to be able to speak one's native language as well as the second language.
3. Taking advantage of classes which might be offered on language for Navajo speakers.
4. Learning to be precise when expressing self in English using the rules for grammar and usage which he has been taught.

ADULT INVOLVEMENT

GOAL XII

To develop abilities and talents through understanding and appreciation of the practical and academic curriculum.

1. Staff make classroom visits in order to know what the students are learning. Try to tie in guidance programs with classroom learnings.
2. Counselors develop an in-depth student questionnaire to help uncover interests and abilities and to use as a guide in helping students.
3. Staff makes an effort on an individual basis to encourage and develop talents and abilities.
4. In-service training on "Improving Study Techniques."
5. Teachers, counselors, and instructional aides should strive to maintain communication, understanding, confidence, and cooperation.
6. Counselors and teachers provide adequate interpretation of test results.
7. Counselors provide up to date educational and occupational materials for use by teachers.
8. Counselors provide academic counseling on making up class schedules.
9. Encourage each student to try some aspect of each curriculum offered.
10. Encourage students by showing interest in their studies and grades by letters of commendation, etc.
11. Provide support when cultural conflicts develop.
12. Encourage and aid students in doing their homework.

OPERATIONS PROGRAM

COMMUNICATION AND COORDINATION

It is vital to the effective operation of the program that all staff and supervisory personnel communicate information that is pertinent to the function of any activity in relation to the total school program. Every employee has the obligation to seek out information necessary to his or her job. He cannot assume that it is solely the duty of others to keep him informed. The following are suggestions for communicating and coordinating information:

A. Regularly scheduled meetings at all levels of supervision are suggested to make plans and decisions affecting the program. It is suggested that the information from these meetings go to the guidance, academic, and food service departments.

B. Regular meetings should be held with all guidance personnel for the purpose of discussing goals, plans and ideas.

C. A daily log book may be kept as a way of distributing information to everyone concerned.

D. Oral instructions should be backed up by written instructions or information.

E. When making decisions, the people who are affected should be consulted.

F. Employees' ideas, opinions, and suggestions should be considered as valuable contributions to the program.

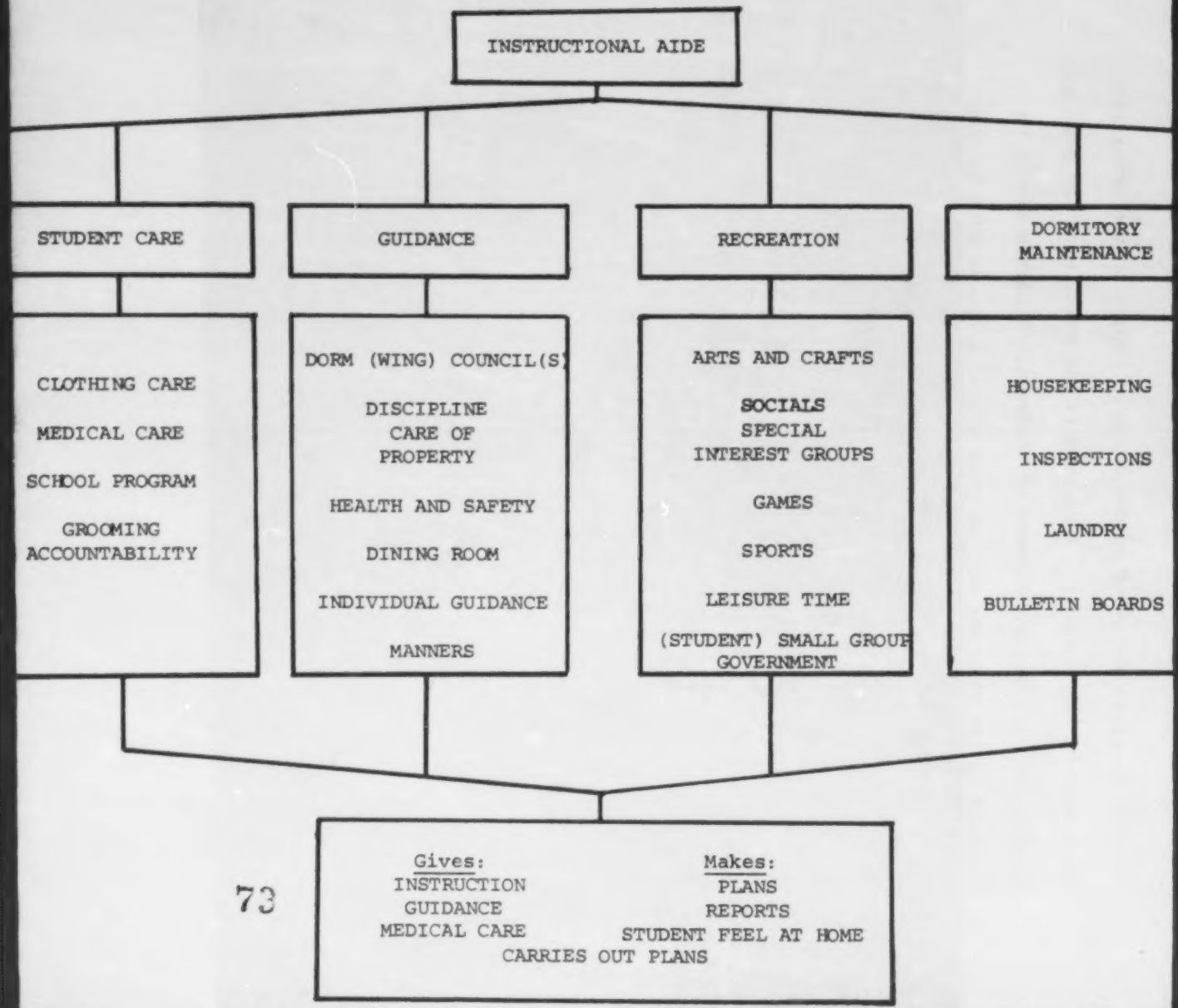
G. Problem areas that arise should be handled as close to the source of the problem as possible.

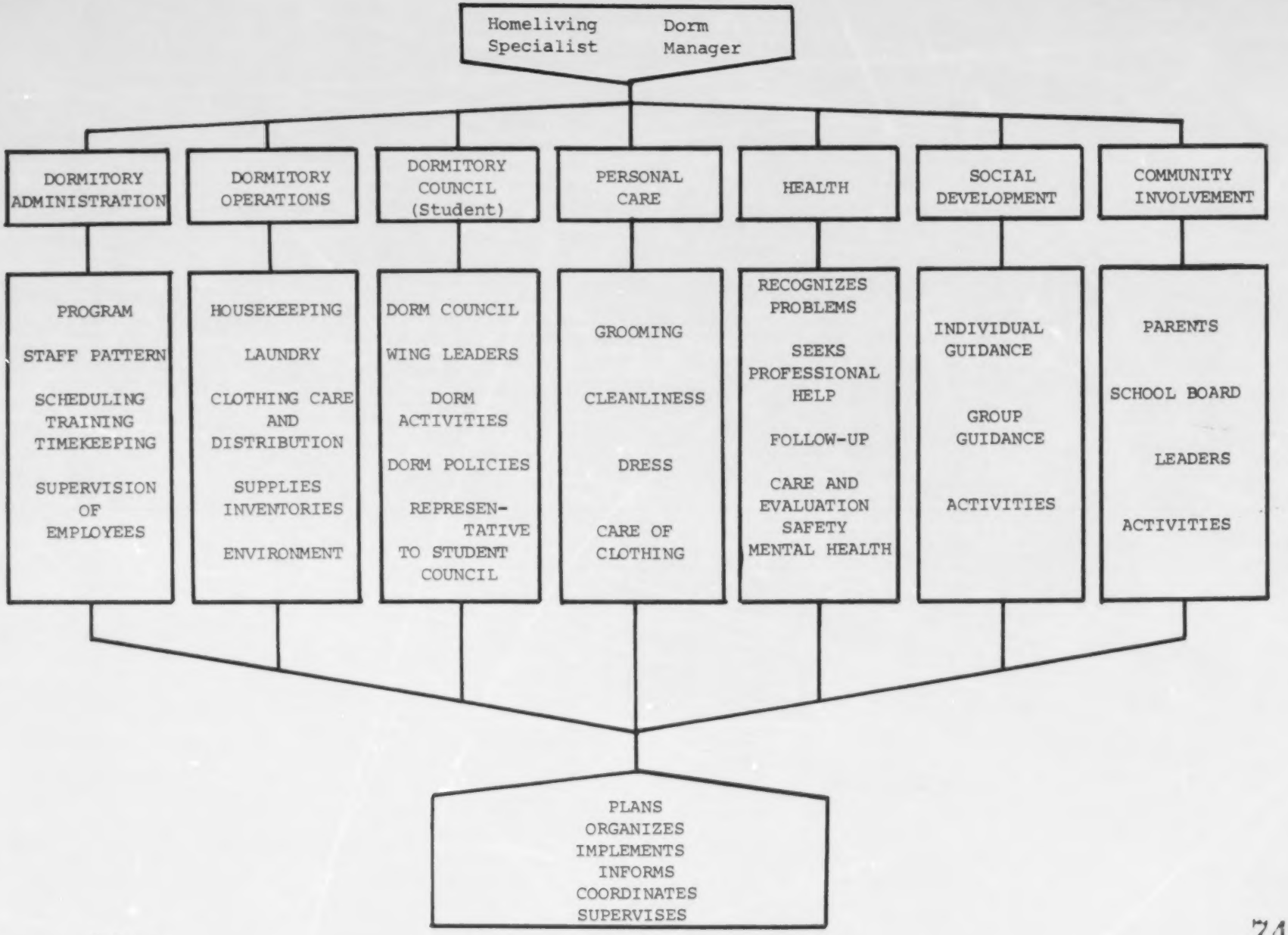
H. As a Supervisor be consistent. Let co-workers know that they can count on your help. All employees should try to follow through on all activities and assignments.

HOME LIVING

INTRODUCTION

The homeliving area of guidance has an impact on the total life experience of the students. This area is concerned with the physical, social, and personal development of students. Students are to be involved in the planning and carrying out of programs much as they would be doing in their own homes.


INSTRUCTIONAL AIDE
STUDENT CARE
GUIDANCE
RECREATION
DORMITORY MAINTENANCE
CLOTHING CARE
MEDICAL CARE
SCHOOL PROGRAM
GROOMING ACCOUNTABILITY
DORM (WING) COUNCIL(S)
DISCIPLINE
CARE OF PROPERTY
HEALTH AND SAFETY
DINING ROOM
INDIVIDUAL GUIDANCE
MANNERS
ARTS AND CRAFTS
SOCIALS
SPECIAL INTEREST GROUPS
GAMES
SPORTS
LEISURE TIME
(STUDENT) SMALL GROUP GOVERNMENT
HOUSEKEEPING
INSPECTIONS
LAUNDRY
BULLETIN BOARDS
Gives:
INSTRUCTION
GUIDANCE
MEDICAL CARE
Makes:
PLANS
REPORTS
STUDENT FEEL AT HOME
CARRIES OUT PLANS


Homeliving Specialist
Dorm Manager
DORMITORY ADMINISTRATION
DORMITORY OPERATIONS
DORMITORY COUNCIL (Student)
PERSONAL CARE
HEALTH
SOCIAL DEVELOPMENT
COMMUNITY INVOLVEMENT
PROGRAM
STAFF PATTERN
SCHEDULING
TRAINING
TIMEKEEPING
SUPERVISION OF EMPLOYEES
HOUSEKEEPING
LAUNDRY
CLOTHING CARE AND DISTRIBUTION
SUPPLIES
INVENTORIES
ENVIRONMENT
DORM COUNCIL
WING LEADERS
DORM ACTIVITIES
DORM POLICIES
REPRESENTATIVE TO STUDENT COUNCIL
GROOMING
CLEANLINESS
DRESS
CARE OF CLOTHING
RECOGNIZES PROBLEMS
SEEKS PROFESSIONAL HELP
FOLLOW-UP
CARE AND EVALUATION
SAFETY
MENTAL HEALTH
INDIVIDUAL GUIDANCE
GROUP GUIDANCE
ACTIVITIES
PARENTS
SCHOOL BOARD
LEADERS
ACTIVITIES
PLANS
ORGANIZES
IMPLEMENTS
INFORMS
COORDINATES
SUPERVISES

73 a

HOMELIVING

I. Dormitory Administration and Operation.

A. Dormitory Administration includes:

1. Administering the out-of-school program as outlined in the High School Guidance Curriculum Guidelines.
2. Scheduling staff members and activities for maximum utilization of staff and to avoid conflicts in activities.
3. Utilizing appropriate staffing patterns based on school enrollment and program.
4. Training employees and students in dormitory procedures.
5. Supervising staff and students in a dormitory situation.
6. Being aware of budgetary considerations in planning the Homeliving program.

B. Dormitory operations include:

1. Housekeeping activities.
2. Reporting and following up on building maintenance.
3. Ordering, distributing (checking in and out), and being accountable for all clothing, equipment, and supplies through the use of inventories.
4. Laundry operations, both commercial and that done in the dormitories.
5. Marking clothes and linen.
6. Measuring students for clothing.

II. The Homeliving staff is responsible to students in the following areas:

A. Safety and welfare responsibilities for:

1. Accounting for students at designated times of the day and night.
2. Implementing procedures which assure follow-up on AWOLs.
3. Informing parent of problems and progress.
4. Recognizing health problems; seeking professional help and follow-up.
5. Recognizing and reporting safety hazards.
6. Making eye checks.
7. Creating an atmosphere which is conducive to emotional and social growth.
8. Teaching personal cleanliness.

B. Social Development responsibilities for:

1. Providing individual guidance for students.
2. Providing group guidance for students.
3. Providing out-of-school activities which encourage social

development.

4. Communicating with students -- listening and talking.

C. Emotional Development responsibilities for:

1. Motivating and encouraging students to behave in a responsible manner. This is best achieved by:

a. Setting an example.
b. Holding students responsible for their actions.
c. Making maximum use of student government in providing leadership opportunities.
d. Setting up procedures which allow the maximum of student involvement in policy decisions which affect their welfare while at school.

2. Providing opportunities for developing a wholesome self-concept.

D. Academic achievement may be encouraged by:

1. Following up on home leave.
2. Providing time to study.
3. Talking to students about class work.
4. Taking time to recognize those who are doing well.

III. The dormitory supervisors have the following responsibilities to the staff. They are responsible for:

A. Assuring that every staff member has a current position description.
B. Establishing standards of performance and evaluating performance.
C. Insuring the punctuality and accountability of employees.
D. Being informed of the Upward Mobility, Equal Employment Opportunity, and Incentive Awards programs and for making staff members aware of these programs.
E. Commending and reprimanding employees. Adequate documentation must support all personnel actions relating to commendations and reprimands.
F. Maintaining a regular program of in-service training.

1. A regular program of in-service training should be provided for all homeliving staff members. In-service training areas should include:

a. Sequential development of formal education.

1). Adult Education.

a). G.E.D.
b). Vocational.
c). Basic Education

2). Professional Education (College).

a). Educational Leave.
b). Extention Courses.
c). Detail (DI-510).

b. Incentive Awards Program.
c. Promotion Program.
d. Time and Attendance.

1). Tours of Duty.
2). Regular time sheets.

e. Emergency staffing patterns.
f. Emergency search plan.
g. Teaching techniques (A-V equipment, lesson plans).
h. Basic psychology.
i. Basic guidance principals (group and individual guidance techniques).
j. Adolescent growth and development.
k. First Aid and Life Saving.
l. Housekeeping procedures.
m. Vehicle operations.
n. Safety awareness.

2. Maximum utilization of resources and resource personnel should be used in meeting training needs of staff, such as:

a. Indian Health Service Representatives.
b. 4-H Clubs, FFA, FTA.
c. Scouts.
d. Safety Officer.
e. Police -- Navajo, State, County, City.
f. Personnel Office Representatives.
g. School Board Representatives.
h. Community leaders.
i. Traders.
j. Teachers.
k. Missionaries.
l. Social Workers.
m. Doctors and nurses.
n. Businessmen.
o. Firemen.
p. Educational personnel.

IV. The Homeliving staff has responsibility for enlisting the support of parents and community for school programs and should support community involvement programs.

A. Parents and community members may be invited to visit the school.
B. School staff members may visit homes and community programs.

V. The Homeliving staff has responsibility for bringing in new ideas to constantly improve the Homeliving program. Some ideas for consideration:

A. Motto plaques on walls of hallways.
B. Picture cases for student pictures in hallways.
C. Student Council budget percentage to be allocated to Homeliving Student Committee.
D. Pictures on walls.
E. Live and artificial plants.
F. Student autograph encasements (in frames).
G. Maximum number of rugs (throw and space).
H. Tape decks and tapes of various music combinations for group listening.
I. Lawn furniture for relaxation for porch and outside areas.
J. Curtains installed in all student rooms.
K. Colorful bedspreads of various designs and colors.
L. Closet doors with locks.
M. A desk for all rooms, soft chair and study lamp.
N. An alarm clock for each room.
O. A magazine rack for each room and several for the living rooms.
P. Wing lounges for each lounge.
Q. T.V. for every lounge.
R. Record players for every lounge.
S. Strobe lights.
T. Posters.
U. Murals on plywood.
V. Pay telephone in each wing.
W. Juke Box in game rooms.
X. Dishes, cooking utensils, and supplies for parties and formal occasions.
Y. Decorative lamps in lounges and living rooms.
Z. Attractive bulletin boards through out the dormitory.

VI. The Homeliving staff has responsibility for working closely with the students. Some useful hints follow:

A. Be with the students while they're doing their details and work along with them.
B. Ask the students to help with dormitory work. For example: "Can you help me out in the living room?"
C. Respond as fast as possible to a student's request.
D. Communicate with students when problems arise.
E. Work with students in setting dormitory rules and keep all students informed of the rules set. Expect students to follow the rules.
F. Circulate around and visit the students when supervising dances, movies, and other social events.
G. Act interested in student and school activities.
H. Spend time in wings when students are in their rooms.
I. Do not argue with the students. Do not take their comments personally.

J. Get to know the students personally and work with them according to their individual differences.
K. Make instructions brief and meaningful.
L. Praise students in private for work well done.
M. Put the emphasis on the job to be done and not on the student. For example: "Your room needs to be cleaned." not, "Clean up your room."
N. Be friendly to parents when they visit the school.
O. Point up the admirable qualities of students to parents.
P. Make the parents feel welcome and encourage them to visit their children and the school often.
Q. Learn to do activities which the students want in the dormitories.
R. Use a positive approach when giving commands and/or instructions.
S. Do not make threats or say things that cannot be carried through.
T. Stay in wings to get students to bed and to get them up.
U. Exercise self-control at all times.

VII. The Homeliving staff has responsibility for the dormitory recreation program.

A. Operational philosophy.

1. Total school cooperation is required for:

a. Student Government.
b. Clubs.
c. Intramural activities.
d. Inter-school activities.
e. Trips.
f. Arts and crafts.
g. Social activities.
h. Other school activities.

2. The recreation program should relate to all school functions and involve the food services, guidance, academic, and administration departments.

3. A dormitory activity program should prepare students to meet and deal with challenges to self-esteem, group identity, and their value systems.
4. A dormitory recreation program may include:

a. Intramurals designed for learning give and take, group effort, and individual courage to continue despite the odds.
b. Crafts and indoor and outdoor activities designed to give every student an opportunity to succeed in his chosen field.

5. A dormitory activity program should be designed to allow all students to experience success on their own level.

6. Responsibilities, graduated according to maturity and thoughtfully assigned, can instill in the student a feeling of self-confidence, self-reliance, and pride in personal accomplishment.
7. Recreational activities play an important part in teaching the student how to make decisions through the use of experiences which broaden the choices available.
8. Opportunities may be provided for the student to choose not to participate, if he wants.
9. Decisions should be accepted, even if in error, so long as the student is also equally willing to accept the responsibility for those decisions.
10. Any student enterprise should be designed to meet the needs of the students and not primarily to earn money.
11. Student recreational activities should be designed to foster a reasonable level of physical fitness.
12. Maturity level of students must be considered as a factor in determining recreation programs.
13. Student recreation programs work to improve and encourage parental involvement in the education of their children, develop student pride in their family, and encourage and promote student respect for parental opinion and values.
14. Recreational activities promote wholesome parent-student-school relationships thereby improving the total school-community environment.
15. Recreation programs and activities are to be developed and carried out on the basis of student interest, desire, and ability. (See VIII. Plan for Student Involvement)
16. Dormitory recreation programs and activities should be closely coordinated with the Student Activities Department and other dormitory programs.

B. Operational Techniques.

1. Dormitory Manager/Homeliving Specialist may meet with the Instructional Aides during the first week of each month to make and review activity assignments for the month. (See Week-Day Activity for Month chart in Resources and References section.)

   a. Time to begin and end activity assignment.
   b. What to do at the place of assignments.
   c. Equipment needed.
   d. Preparation needed.

2. Dormitory Manager/Homeliving Specialist may have weekend activity schedule of assignments. (See Weekend Activity Chart in Resources and References section.)
3. Dormitory Manager/Homeliving Specialist may meet with those aides going on school trips.

   a. Arrangements should be made for transportation, aides

to chaperone, drivers, and the inspection of vehicle(s) to be used and follow-up on condition of vehicle(s) after use.

b. Arrangements should be made to elgible students to sign up for the trip and the final boarding list made available to the dormitory staff.
c. Financial arrangements are necessary.
d. Food requisitions must be submitted in advance.
e. Plans, objectives, and follow-up activities for the trip will be made and reviewed before the trip is taken.
f. Trip evaluation is made containing comments, complaints, and suggestions.

C. Operational Considerations

1. Provide a wide variety of activities.
2. Involve as many students as possible.
3. Encourage students to make suggestions for activities.
4. Follow student suggestions whenever possible.
5. Post a weekly calendar of activities in the dormitories.
6. Coordinate recreational activities with the Student Council.
7. Coordinate recreational activities with the Student Activities Department.
8. Provide an organized system of check-out and check-in of recreational supplies.
9. Support and aid activities planned and carried out by the students.

D. Dormitory Recreation Programs may include:

1. Individual activities.

Leathercraft	Weaving
Skating	Table games
Gym	Bike riding
Horseshoe	Knitting
Swimming	Beading
Silversmithing	T.V.
Archery	Listening to records, tapes, etc.
Fishing	Lapidary
Basketweaving	Sewing
Embroidery	Decorative crafts
Sandpainting	Pin ball
Drawing	Painting
Carving	Rifle
Crocheting	Macrame
Beauty shop	

2. Group activities

Camping	Hiking
Table games	Gym

Swimming	Bowling
Horseshoe	Judo
Wrestling	Pool
Shopping	Sightseeing
Parties	Open house
Taco suppers	Cake walks
Bingo parties	Group games
Dances	Fund raising activities
Movies	Sports
Fry bread making	

3. Intramural activities

Volleyball	Basketball
Softball	Football
Golf	Tennis
Wrestling	Play days

Many individual and group activities can be used in intramurals.

4. Volunteer service work

Hospital aides	Big sister
Scout leaders	Community service
	Chapter workers
	Pre-school workers

VIII. The Homeliving staff has responsibility for student involvement in the dormitory program.

A. Wing organization.

1. Instructional Aides may serve as advisors.
2. Students elect a President, Vice-President, and Secretary-Treasurer.
3. Wing meetings are presided over by the President.
4. Student officers may seek assistance from the Student Activity Director/Homeliving Specialist in preparing the agenda for the meetings.
5. The dorm council may suggest items for the agenda.
6. Activities which the wing may plan:

a. Each wing may put on a talent show.
b. Wings may have a "cleanest wing" contest.
c. Each wing may have a cleanest room contest.
d. Wing parties can be held in the living room with guests.
e. Wings having the most students on the honor roll may get recognition.
f. Wings may have birthday parties.
g. Wings may have slumber parties.
h. Wings may plan trips.
i. Wings may sponsor dorm parties, trips, dances, etc.
j. Wings may request busses for special occasions.

k. Each wing should have at least one activity per month.
l. Wings may have intramural teams.

B. Dorm Council

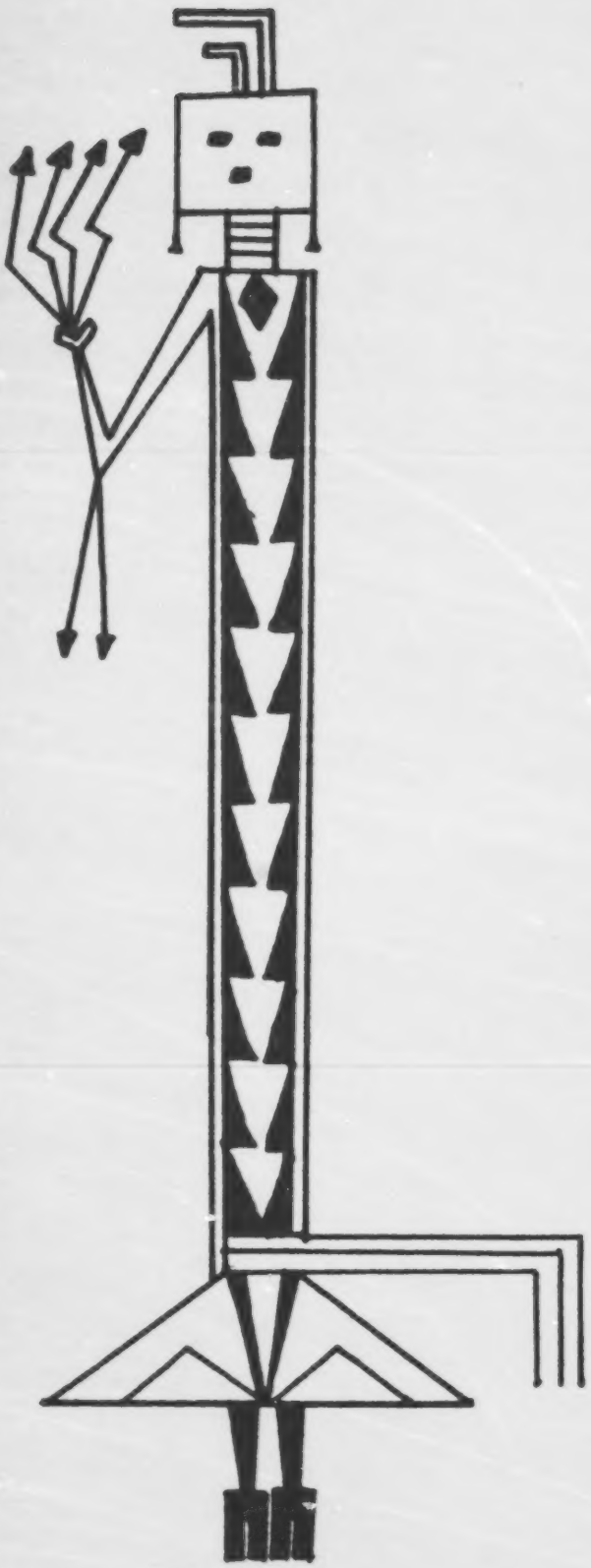
1. The Homeliving Specialist/Dormitory Manager/ Student Activity Director may serve as the sponsor.
2. The President, Vice-President, and Secretary-Treasurer are officers of the council. The wing presidents may serve as representatives. Each wing may select a candidate for each office except representatives.
3. The Dorm Council may meet twice a month.
4. Activities which the Dorm Council may plan:

   a. The Dorm Council may coordinate campus-wide/dorm-wide activities.
   b. Awards may be given by the Dorm Council; Best wing (clean and decorated), best scholarship, girls or boys of the year, and students with the highest scholastic average.
   c. Dorms may honor athletic teams and honor students in a meeting.
   d. Dorms may hold open houses in October, December, and on Tribal Leaders Day which are organized by the Dorm Council.
   e. Room decoration contests may be held on the following themes:

Tribal Leaders Day (Indian Week)	Christmas
American Indian Day (Navajo designs)	Halloween
Valentine's Day	Spring
St. Patrick's Day	Fall
Thanksgiving	Winter

   Vacation (summer pictures and vacation plans)

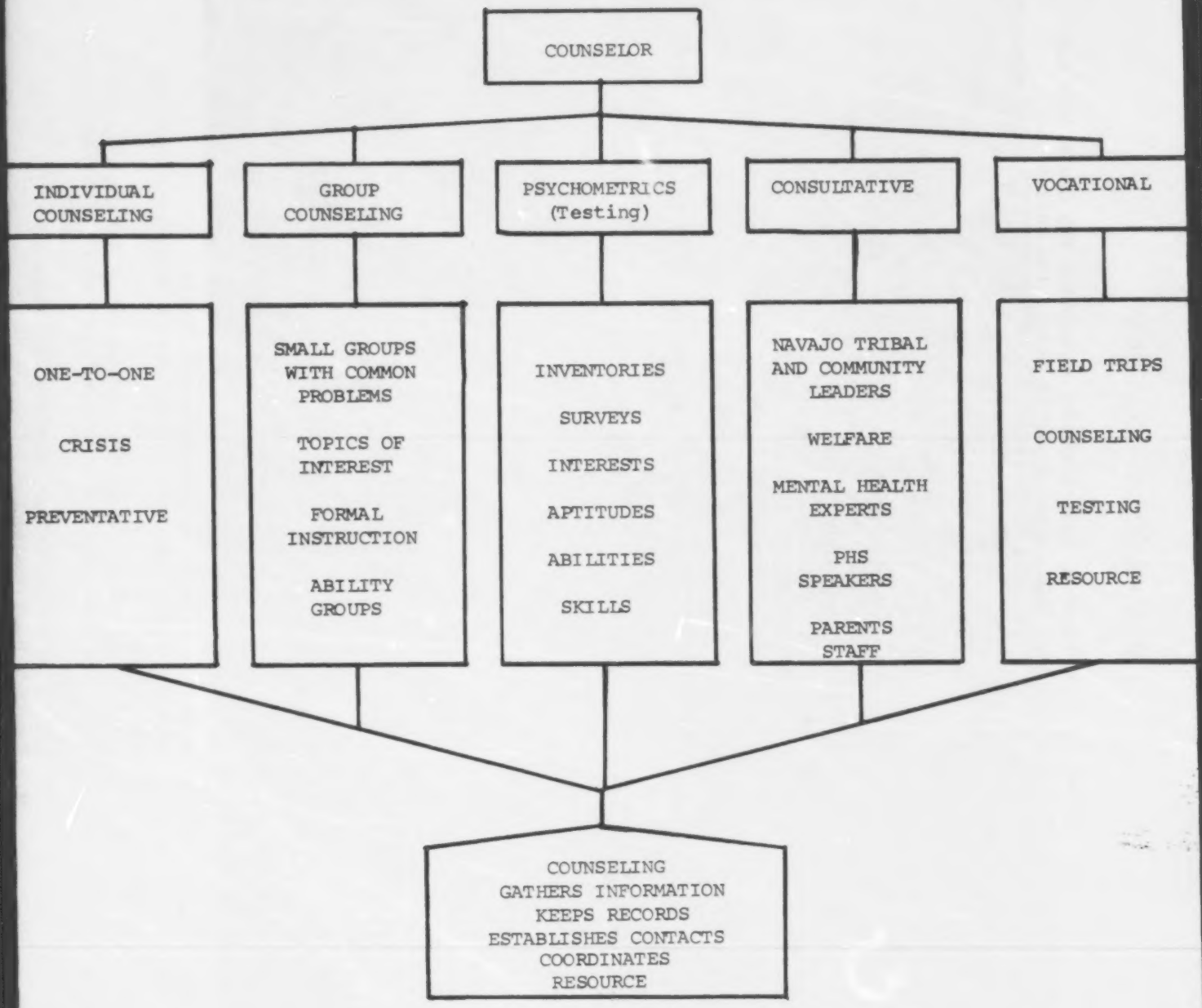
   f. A hobby show may be held.
   g. Movies, dances, fry bread sales, and dinners may be held to raise money.
   h. Wings may suggest how money should be spent.
   i. The Vice-President may serve as Representative to the Student Council.
   j. Dorm Council may suggest speakers to the Student Activity Director.
   k. The Secretary-Treasurer may keep a dorm scrap book and post pictures interest to the students.
   l. Concerts may be planned with school bands.
   m. Banquets may be planned for each class.
   n. Dorm Council may plan "Career Day" activities.
   o. College Day: Same as above.
   p. Trips to colleges which students wish to attend may be planned by the Dorm Council.



COUNSELING

INTRODUCTION

The counseling program is an on-going process designed to assist students in coping with their problems and in developing to their fullest potential. The counseling function is to assist the student to utilize his own resources and environmental opportunities in dealing with developmental needs and vocational and educational activities.


COUNSELOR
INDIVIDUAL COUNSELING
GROUP COUNSELING
PSYCHOMETRICS (Testing)
CONSULTATIVE
VOCATIONAL
ONE-TO-ONE
CRISIS
PREVENTATIVE
SMALL GROUPS WITH COMMON PROBLEMS
TOPICS OF INTEREST
FORMAL INSTRUCTION
ABILITY GROUPS
INVENTORIES
SURVEYS
INTERESTS
APTITUDES
ABILITIES
SKILLS
NAVAJO TRIBAL AND COMMUNITY LEADERS
WELFARE
MENTAL HEALTH EXPERTS
PHS SPEAKERS
PARENTS
STAFF
FIELD TRIPS
COUNSELING
TESTING
RESOURCE
COUNSELING
GATHERS INFORMATION
KEEPS RECORDS
ESTABLISHES CONTACTS
COORDINATES
RESOURCE

COUNSELING

For Counselors -- How To Do It

I. Counseling techniques to help students accomplish the goals outlined in the Navajo Area High School Guidance Curriculum Guidelines.

A. Goal I (Dignity of Individuals)
Counselors should:

1. Conduct all communications with students with dignity and respect.
2. Meet and greet all students with dignity at all times. Always use social graces when talking with students, and they will generally respond or will learn to do so.
3. Help students to feel needed, wanted, and that they are contributors to the program.
4. Listen all the way through and try to see it as the student sees it.
5. Encourage frank, open questions and discussions.
6. Discuss personal inventories as a way to start a counseling relationship.
7. Always be polite.
8. Allow student to understand themselves.

B. Goal II (Leisure Time)
Counselors should:

1. Accept present status of each individual student.
2. Respect physical, emotional, and mental capacities of each student.
3. Always talk and show interest in activities of clubs/groups.
4. Involve every student in planning and carrying out at least one activity.

C. Goal III (Responsibility)
Counselors should:

1. Not give advice -- allow the student to discuss and guide him to alternatives.
2. Set a positive example.
3. Help a student to accept responsibilities.
4. Counsel always that each individual is responsible for his own actions.
5. Allow students to accept the consequences for their actions.
6. Refer to other (outside) resources for aid in resolving common problems.
7. Try to be understanding in every situation.
8. Exercise good judgment.
9. Encourage staff involvement.

D. Goal IV (Decision Making)
Counselors should:

1. Understand family financial status and monetary background of student before counseling on the "wise use of money".
2. Accept each student and his present use of monies.
3. Accept the present level of decision making of the student.
4. Make the student feel a sense of accomplishment with each decision.
5. Guide the student in solving his own problem.

E. Goal V (Navajo Culture)
Counselors should:

1. Be familiar with Navajo culture.
2. Accept Navajo culture as it affects the development of individual students as well as groups.
3. Use to advantage their knowledge of Navajo culture as they guide in the development of each student.
4. Take classes in Navajo language and try to practice it with students.
5. Not ask questions all the time -- students feel that there are too many questions. Listen.
6. Show and have an interest in Navajo people and their culture.
7. Attend community functions when appropriate but avoid the "tourist role".
8. "Talk up" the Navajo tribe's accomplishments.
9. Make the student feel proud of his culture-borne philosophy as it contributes to society.

F. Goal VI (Multi-cultural Adjustment)
Counselors should:

1. Provide a model of comfortable living in a multi-cultural society.
2. Know and understand manifestations of culture shock.
3. Be aware of different life-styles in the United States.
4. Allow cultural exchange.

G. Goal VII (Values)

1. Counselors must accept different values held by students.
2. Counselors should make the student feel proud of his philosophy as it contributes to society.
3. Counselors guide the student in developing a value system.
4. Counselors engage students in conversation about philosophies of life.
5. Counselors should understand that students want to be listened to and to be understood.
6. Counselors should assist students in understanding human nature, human relations, and the psychology of personal and social adjustment.

7. Counselors should encourage the development of self-confidence.
8. Counselors should understand customs as they relate to NATURE.

H. Goal VIII (Health)
Counselors should:

1. Set a positive example.
2. Understand the student's view or family views concerning health topics.
3. Understand the degree to which the student adheres to Navajo healing.
4. Understand the degree to which the student adheres to modern medicine.
5. Know of available resources for mental and physical health.

I. Goal IX (Careers)

1. Counselors may need to encourage students considerably in thinking or planning a career. (See the Vocational Choice Card in appendix, even though this is not considered as a final choice. Newer views in vocational counseling indicate counseling for career choices as being in constant change. That is, most people will change their jobs or vocations during their lifetimes.)
2. Counselors should encourage students to write their own letters requesting information, applications, etc.
3. Counselors should encourage students to fill out their own applications as much as possible.
4. A copy of correspondence sent out by students should be kept on file.
5. An itemized copy of financial aid amount applied for by each student should be kept on file.
6. Student visits may be made to colleges before the end of the senior year in view of the high drop-out rate for college or training programs.
7. Counselors should work with other departments (academic) concerning field trips regarding the different jobs students will see even if it is not a vocational trip as such.
8. Counselors should visit as many colleges and vocational schools as possible to fully know the schools. Get to know the financial aid officers in particular.
9. Counselors may need to point out that advance planning is essential and necessary.
10. Counselors should start early to line up summer job possibilities.
11. Counselors may work with the academic department in locating a certain number of related jobs within occupational fields.
12. Counselors may arrange for qualified people to give lessons on buying appropriate food, simple and inexpensive recipes, and sample budgets using percentages.
13. Counselors may help orient students who will be living off the Reservation.
14. Counselors may conduct a follow-up of graduated seniors and drop-outs.

J. Goal X (Change)

1. Counselors may talk to students about current affairs.
2. Counselors may utilize community development tactics. This type of training is most necessary in working with students and their parents and communities.
3. Counselors must set a good example by effectively dealing with change.
4. Counselors should make students aware of social and economic changes.

K. Goal XI (Civics)
Counselors should:

1. Inform students of school rules and explain their function.
2. Encourage students to become active in community affairs.

L. Goal XII (Practical and Academic Curriculum)
Counselors should:

1. Keep a card file of student schedules and quarter and semester grades.
2. Keep a copy of students' transcripts in dormitory for counseling and reference.
3. Counselors may post a dormitory honor roll.
4. Talk to teachers about students every chance they have and relay appropriate information to student involved.
5. Be seen by students in the academic building.
6. Make teachers feel at ease and encourage them to visit the dormitory.
7. Have the students' credits and requirements totaled to give them before they register for classes.
8. Interview and advise the students before they register.
9. Obtain examples of college, pre-vocation, and general schedules.
10. Interview students (1-2 per year) solely to check schedules/ grades.
11. Praise students when they are studying.
12. Ask questions and talk to students about classes and subjects.
13. Evaluate, at regular intervals, students' progress in academic, personal, social, and long-range educational/vocational goals.

II. Four types of interviews and how to handle them.

A. Initial Interview

1. The counselor will accomplish the initial interview with different techniques depending upon the situation:

   a. The student's age
   b. The student's grade level.
   c. The student's apparent need.
   d. The place and time.

e. The counselor's background information about the client (student).

2. The client should sense a sincere desire of wanting to assist on the part of the counselor. (Even a baby can sense sincerity, so don't try to fake it.)
3. The counselor should be in an unhurried atmosphere, sometimes more is accomplished in silence than by verbalizing, encourage and reassure the student as he talks with nods of understanding, etc.
4. Sometimes short initial interviews are more profitable than more lengthy ones.
5. The need of the student should be met at the time or carried through at a specified time.
6. It is advisable to allow the client to terminate the interview (within reason).

B. Test Results Interview

1. It is generally better for the counselor to work with percentile scores than grade equivalents when explaining scores to students.
2. It is generally better to give the percent of students he excells at his grade level than the percent that excelled him.
3. The student should feel good about himself after an interview with the counselor on test results.
4. The client's scores or rating on a survey or test should be accepted totally by the counselor. (If there is a true counselor -- counselee relationship and the results of tests are acceptable by the counselor, they will be accepted by the counselee.)
5. The client will gain insight into his self and initiate or become revived toward self-actualization, if there exists a true relationship in a test results interview.
6. The counselor-counselee relationship should be enhanced by the test results interview and should lead into other facets of development mutually.
7. The counselee should feel the counselor's desire to help.

C. Occupational Interview

1. Counselor should secure materials that will be needed for occupational and vocational counseling well in advance of the school year. Success in this area will depend much on availability of pertinent information when the student asks for it.
2. Counselor should have students' folders available. They will want to look at their transcript records, grades, courses accomplished, courses needed, test results and results of inventories, surveys, etc.
3. Counselor should learn level of maturity of individual:

9th, 10th, 11th, and 12th grades are general categories, age levels are categories, phases of personality are to be considered.

4. Counselor stays in background -- offers reassurance -- provides latest information.
5. Counselor doesn t rush or impose own conviction and feelings on counselee.
6. After careful deliberation, counselor and counselee should confer with parents and relatives. Make known facts available concerning training, individual's interest, abilities, and personality traits that might enter into the selection of a vocation.

D. Disciplinary Referrals

1. The school is a social body and the student must function within the school's social order. Students or staff members at times may deviate from the expected. At such times referrals to carry out disciplinary measures are sometimes made to the counselor. Such referrals cannot be disregarded but must be approached with the idea that such a student or staff member is in need of help and that there is a counseling aspect to such a referral.
2. Counselor should listen to all sides of the incident. (Teacher, student, etc.)
3. Counselor should not take an accusing attitude towards anyone.
4. Counselor should try to determine the outcome for the incident which is desired by the persons involved.
5. Counselor should make sure that the information above is related to all persons involved.
6. If two individuals have a problem which has resulted in an incident, the counselor may bring them together to solve the problem.
7. If the student has broken a school or dormitory rule, the rules should be read and discussed with the student. Reasons for the rule may be presented. Present the alternatives for decision making.
8. Student should understand that he is responsible for his own actions.
9. Counselor should allow the student to accept the consequences of his actions.
10. Counselor should understand that a student should be allowed to choose his own counselor when possible.

III. How teachers can help in guidance

A. Teachers are in a position to detect, foresee, and to observe the development of student needs. Communication of this information to the counselor can be a great contribution. Teachers may talk with counselors about students.

B. Teachers should familiarize themselves with the students and

broaden their vision of student potential, needs and achievements through the use of counselor records and services.

C. The teacher may brief the counselor, prior to referring a student, so that he can be more adequately prepared to meet the student's needs.

D. Teachers may invite counselors to observe students in classes. Invite them to participate in student orientation meetings and to speak to students in classes about their services.

E. Personal counseling carried with it a great measure of personal responsibility. Encouraging the student to visit the counselor may be the best way to help him. Also, within the limits of confidentiality, let the counselor assist with students. Refusal to listen to a student may result in feelings of rejection.

F. Teachers and counselors should share the conviction that each student, regardless of individual differences, is worthy of acceptance and should be provided an opportunity to grow. Less able and disadvantaged students should be accepted as challenges, rather than as threats.

G. Teachers should direct their questions about guidance services or actions taken by counselors first to the counselors, not to the administration.

H. Teachers should accept graciously an occasional inconvenience when a counselor schedules a conference with a student during class. Suggest alternatives that appear appropriate, but realize the student who is preoccupied by a personal problem will probably be better off in the counselor's office than in the classroom.

I. Occupational and educational information may be used to relate subject matter to career areas, to advance areas of study and to the reality to the student's present world as well as the world in which he will live and earn his living in the future. Know as much as you can about careers that require the study of your subject. Ask the counselor for help in obtaining relevant materials.

J. Teachers should talk positively about counseling and related guidance services to students, parents, and other staff members.

K. Teachers should adhere to established performance standards.

IV. How counselors can help teachers

A. Counselors should define their professional role clearly to teachers, administrators, students, and parents. Study and make use of the publications of professional organizations in accomplishing this objective.

B. Counselors should invite concerned teachers to participate in case conferences when appropriate. Make known the assistance that is available from other specialists and agencies.

C. Counselors should avoid taking students out of instructional periods whenever an alternative is available. Publish testing and interview schedules in advance and notify teachers early enough about anticipated student absences from classes to allow them to suggest alternatives.

D. Counselors should provide adequate interpetation of test results,

directing these results to possible teacher uses.

E. Counselors should invite teachers to assist in determining the appropriate content and nature of guidance services.

F. Counselors should be receptive to suggestions that strengthen the academic program. Inform teachers concerning the accomplishments that have resulted from their efforts.

G. Within the limitation of confidentiality, counselors may inform teachers concerning the progress and outcome of conferences with students. Acknowledge referrals promptly.

H. Counselors may advise teachers when classroom reactions from troubled students may be expected.

I. Counselors should provide up-to-date educational and occupational materials for use by teachers.

J. The counseling department may publish a newsletter to staff members.

K. Counselors should talk positively about teachers, administrators, supervisors, and other staff members to students, parents, and other people.

V. Ideas to use

A. The Guidance Bulletin Board -- make use of charts, pamphlets, and other materials. Use it to motivate, to discover interests and abilities, to develop better study habits, to find ways of solving problems, to make wise plans for the future, and to make wise use of leisure time. The board should be attractive, eye-catching, and have one theme.

1. Themes based on student interests, needs, and problems.
2. Class-to-Career Poster Series and SRA.
3. Hobby displays.
4. Field trip displays.
5. Occupational charts -- Government Printing Office.
6. Book jackets -- both for teachers and students.
7. Brochures, pamphlets.
8. Feature one major occupation at a time -- show career pamphlets.
9. Other races (nationalities) -- display their contributions.
10. Displays for important days or weeks of the year.

B. Group Counseling Project Idea -- Participants volunteer on a day-to-day basis from their independent study halls.

C. Leadership -- opposite of defensive -- high degree of trust and confidence. Cooperative development of goals and solutions to problems -- focus on small creative groups. Interdependence.

D. Ideas for Dispensing Vocational Information

1. Newspaper people write articles at a level of reading ability on occupational information each week. Would cover 52 occupations a year. Guidance workers and employment counselors work with them to provide information.

2. Students meet in small groups who have same occupational interests. A member of that occupation may serve as a consultant.
3. Vocational Sound Filmstrips: Guidance Associates, Pleasantville, New York 10570
4. Two representatives from same interest area discuss in a small group, some of the more intimate feelings and experiences from within their occupational area.
5. Visitation and exploration - Students work a whole day with a person in an occupation, after a good introduction. Career Day.
6. Make a community occupational survey - Students make personal contacts with employers - Get first hand information - May use a telephone book for making a survey list.

VI. Communicating with parents

A. Counselors should aid parents in becoming aware of social and academic programs of the school in such areas as:

1. Attendance.
2. Academic performance.
3. Dormitory adjustment.
4. Dormitory procedures.
5. School regulations.
6. Placement opportunities.
7. Career goals.
8. Parental counseling.
9. Home visits.
10. Chapter meetings.

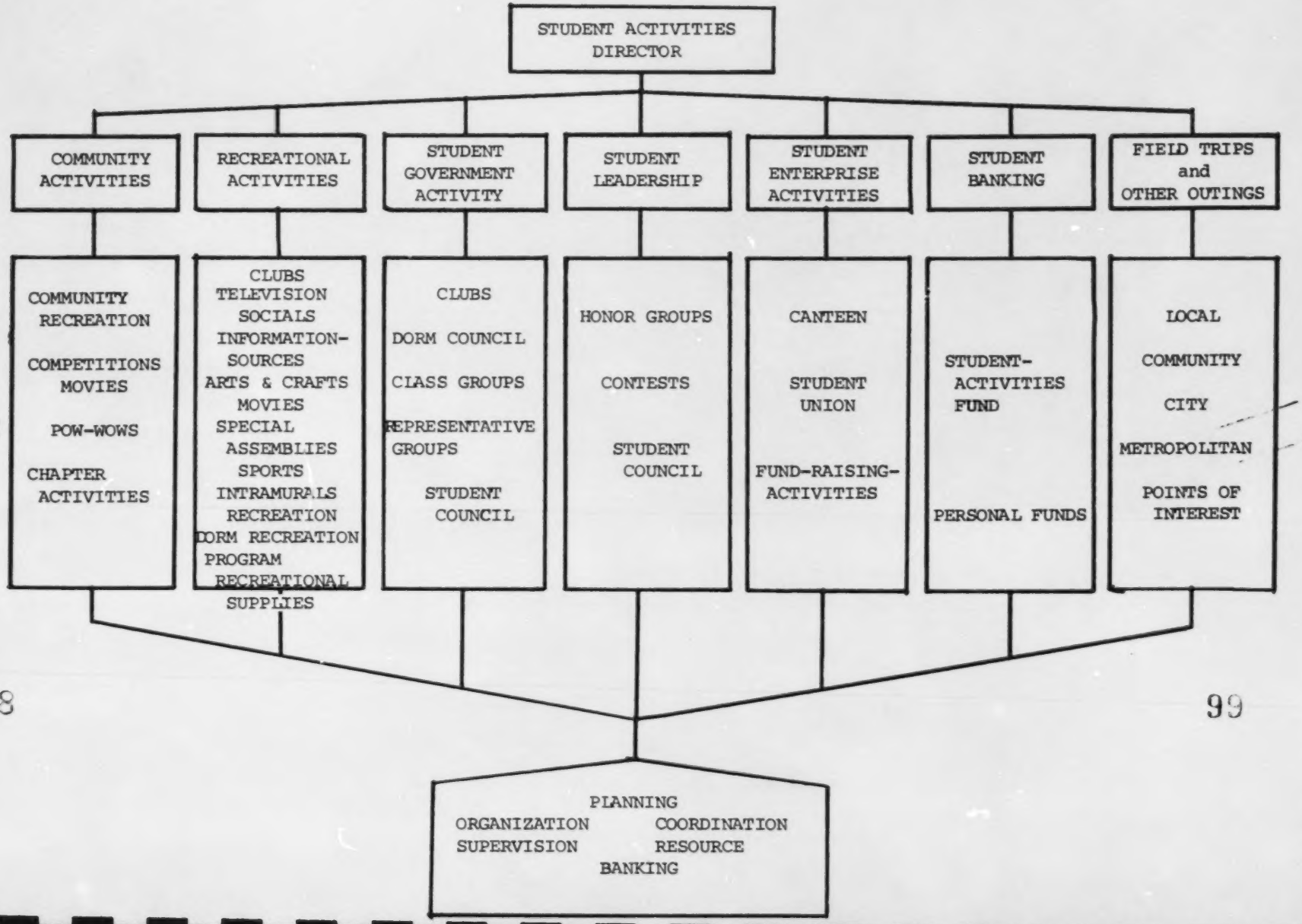
B. The counselor should help the student maintain his place in the family through:

1. Parental counseling.
2. Encouraging parents to visit the students often.
3. Taking students home as the need arises.
4. Helping solve problems with parents.
5. Writing letters to parents to keep them informed about students.

STUDENT ACTIVITIES

INTRODUCTION

Student activities play an important role in the educational process of the student. Through active involvement in planning and participating in activities, the student learns wise use of leisure time, socially acceptable behavior, and civic responsibility.


STUDENT ACTIVITIES DIRECTOR
COMMUNITY ACTIVITIES
RECREATIONAL ACTIVITIES
STUDENT GOVERNMENT ACTIVITY
STUDENT LEADERSHIP
STUDENT ENTERPRISE ACTIVITIES
STUDENT BANKING
FIELD TRIPS and OTHER OUTINGS
COMMUNITY RECREATION
COMPETITIONS
MOVIES
POW-WOWS
CHAPTER ACTIVITIES
CLUBS
TELEVISION
SOCIALS
INFORMATION-SOURCES
ARTS & CRAFTS
MOVIES
SPECIAL ASSEMBLIES
SPORTS
INTRAMURALS
RECREATION
DORM RECREATION PROGRAM
RECREATIONAL SUPPLIES
CLUBS
DORM COUNCIL
CLASS GROUPS
REPRESENTATIVE GROUPS
STUDENT COUNCIL
HONOR GROUPS
CONTESTS
STUDENT COUNCIL
CANTEEN
STUDENT UNION
FUND-RAISING-ACTIVITIES
STUDENT-ACTIVITIES FUND
PERSONAL FUNDS
LOCAL
COMMUNITY
CITY
METROPOLITAN
POINTS OF INTEREST
PLANNING
ORGANIZATION
COORDINATION
SUPERVISION
RESOURCE
BANKING

STUDENT ACTIVITIES PROGRAM

I. Student Activities Operations and Administration

A. Operational Philosophy

1. Total school cooperation is required for:

a. Clubs, student government
b. Intramural activities
c. Inter-school activities
d. Trips
e. Arts and crafts
f. Social activities

2. A student activity program may include:

a. Intramurals designed not just for winning, but for learning give and take, group effort, and individual courage to continue despite the odds.
b. Crafts, indoor and outdoor activities designed to give every student an opportunity to succeed in his chosen tasks.

3. Efforts should be made to insure that all students experience success on their own level.
4. Opportunities may be provided for the student to choose not to participate, if he wants.
5. An activity program shares with homeliving and counseling services in the very important task of showing the student how to make decisions about his life.
6. Decisions should be accepted, even if in error, so long as the student is also equally willing to accept the responsibility for those decisions.
7. Any student enterprise should be designed not primarily to earn money, but to meet the needs of students.
8. Any system used to keep and distribute personal funds must meet the needs of the students, rather than the needs of the system. This means adequate access to personal funds.
9. Student activities should be designed to foster a reasonable level of physical fitness and to be success-oriented in structure.
10. Maturity of students must be considered as a factor in determining programs.
11. Student activities should work to improve and encourage parental involvement in the education of their children, develop student pride in family, encourage and promote student respect for parental opinion and values.
12. Student activities should lead to a better parent-student-school relationship thereby improving the total school-community environment.
13. Student activities are to be planned, developed, and carried

out on the basis of student interest, desire, and ability.

14. A Student Activity Program should coordinate closely with the dormitory recreation program.

B. Operational Techniques

1. Position Descriptions

a. Student Activity Director
b. Recreation Specialist
c. Recreation Aide
d. Clerk-Banker
e. Enterprises Manager

2. Performance Standards

a. Student Activity Director
b. Recreation Specialist
c. Recreation Aide
d. Clerk-Banker
e. Enterprises Manager

3. Recreational Activities

a. Activities should have maximum number of students involved in programs offering a wide variety of activities.
b. Intramural activities should involve as many students as possible.
c. Weekly plans for all recreational activities are desirable from Instructional Aides, Recreation Aides, and Recreation Specialists.
d. Weekly meetings of the Student Council and/or Activity Committee (which may be established by the Student Council and/or Student Activity Director) will increase coordination and understanding of activity events.
e. A well organized system of supplies and equipment control will prevent loss and insure proper distribution of supplies.
f. All recreational activities are to be planned, developed, and carried out on the basis of student interest, desire, and ability.

4. Student Enterprises

a. Student enterprise activities must have an approved plan of operation which designates:

(1) Person in charge and bonding
(2) Financial system to be used
(3) Resupply and inventory system
(4) Degree of student participation

(5) Machine maintenance and repair
(6) Other related activities

b. Fund raising activities must have the approval of the Student Council and all funds are to be deposited in the student bank.
c. All student organizations must keep funds in the student bank. No outside commercial account should be used other than the account established by the student bank.
d. Funds raised by organizations must be available to them when in the student bank and may not be spent without the approval of the organization that raised the funds.

5. Student Bank

a. All employees involved in banking operations must be bonded.
b. Banking schedule must meet the needs of the students and not necessarily the needs of the system.
c. Bank plan of operation must follow Bureau guidelines (62 IAM-14).
d. Student accounts should be balanced at the end of each banking day and weekly by the Student Activity Director, if he does not directly operate the bank.
e. Student fund accounts should always be prepared for an unannounced audit.

6. Student Government

a. Maximum participation in governing one's own activities is to be sought.
b. Robert's Rules of Order is recommended as the guide for all meeting operations.
c. Student government should involve as many students as possible.
d. Development and continued review of student behavior codes should be a responsibility of the dormitory councils and student council with approval of the student body.
e. Student government should be student-oriented and not staff or school-oriented.
f. Membership in state and national student council organizations is to be encouraged.

7. Social Activities

a. Social activities are to be planned and carried out through student involvement.
b. Food, supplies, and materials are to be made available on time and in the appropriate place.
c. Activities should be advertised well in advance to help promote student awareness and participation.
d. Special arrangements such as contacts and invitations might be necessary to carry out a student activity.

8. School Trips

a. Student Activity Director may meet and plan with those staff members and students going on school trips.
b. Student Activity Director will coordinate trip plans with the Homeliving Specialist and/or appropriate dormitory staff.
c. Arrangements are necessary for transportation, aides to chaperone, drivers, and the inspection of vehicle(s) to be used and follow-up on condition of vehicle(s) after use.
d. Arrangements should be made for elgible students to sign up for the trip and the final boarding list should be made available to the dormitory staff.
e. Financial arrangements are necessary.
f. Food requisitions must be submitted in advance.
g. Plans, objectives, and follow-up activities for the trip will be made and reviewed before the trip is taken.
h. Trip evaluation is made containing comments, complaints, and suggestions.
i. Total school cooperation is necessary for successful school trips.

II. Administration

A. Requisitions

1. Arts and crafts, recreational, and sports supplies and equipment are to be ordered by the Student Activity Department after consulting with the appropriate Homeliving staff.
2. Homeliving Specialist in the dormitories will order recreation supplies for internal use in coordination with the Student Activities Department.

B. Calendars

1. The Student Council records all activities on master calendars.
2. The Student Council prepares yearly calendar for all school events.
3. The Student Activity Director prepares or supervises the preparation of calendars of events.
4. The Student Activity Director serves as liaison officer between community and school for the scheduling of calendar activities and school facilities.
5. The Student Activity Director coordinates any dormitory, weekend activities with the Homeliving Specialist.

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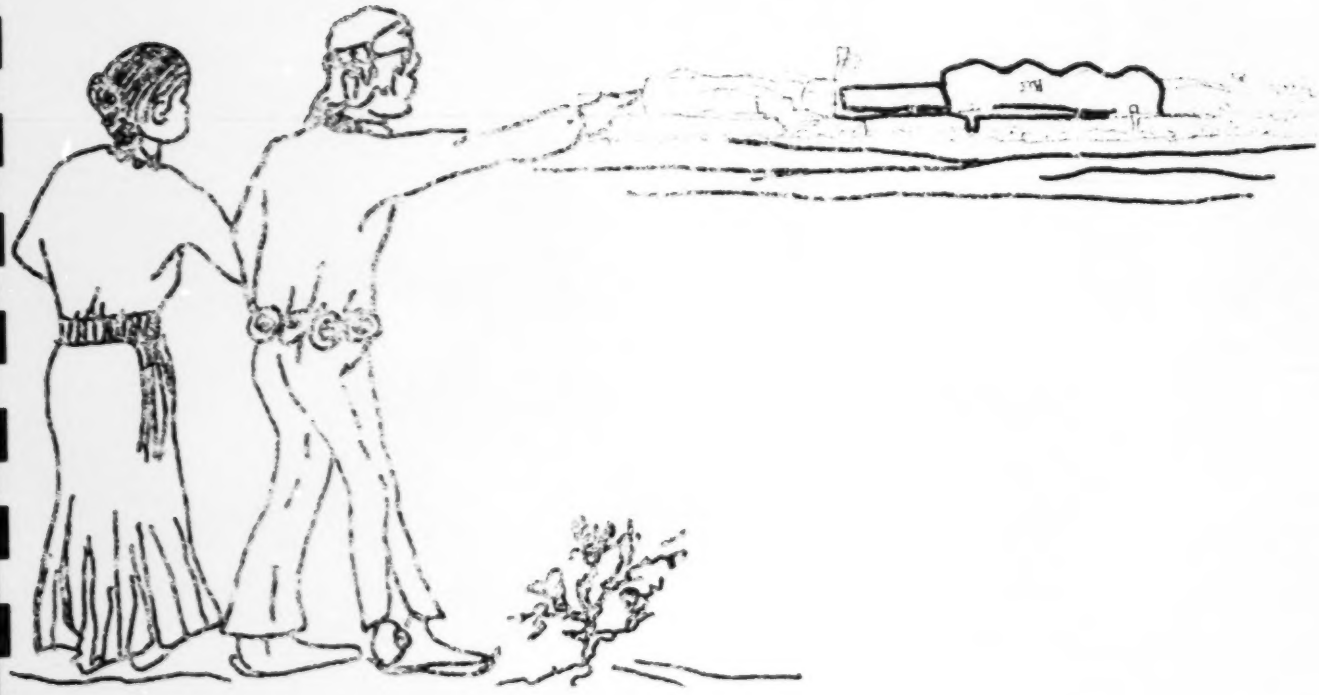

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See p. 88A #4

T E S T I N G M A T E R I A L S

Group Testing

SRA Achievement Series

Primary Mental Abilities

SRA Assessment Survey, Iowa test of Education Development

1. Teaching as a Subversive Activity, Postman, Neil; Delacarte Press, New York, 1969

2. The Soft Revolution, Postman, Neil; Dell Publishing, New York, 1971

3. Linguistics--A Revolution in Teaching, Postman, Neil; Dell Publishing, N.Y. 1966

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Resources

Vocational Planning Inventory

Personal Values Inventory

Interpersonal Values Inventory

Kuder General Interest Inventory

Tennessee Self Concept

California Psychological Inventory

Gates-McGinite - Reading

Paxton's Self Concept Survey of Southwestern American Indians

General Aptitude Test Battery (GATB)

Individual Testing

Wechslar's Adult Intelligence Scale

Wechslar's Intelligence Scale for Children

Resources

OFFICES OF GUIDANCE ASSISTANCE

Bureau of Indian Affairs Employment Assistance Offices

State Employment Offices (New Mexico and Arizona)

Neighborhood Youth Corps Offices

United States Public Health Services

Vocational Rehabilitation Offices

Health, Education and Welfare Offices

Offices of Economic Opportunity

Gallup Novelty - 207½ West Aztec, Gallup, New Mexico

S E L F A P P R A I S A L F O R M

1. Name one thing you like about yourself.
2. Name one thing you don't like about yourself.
3. In Reference to number 2, is this something you can change or is it something you cannot change and you must accept and learn to live with?
4. Name something that someone did to you (this week) that you liked.
5. Name something that someone did to you (this week) that you didn't like?
6. Name something that you did (this week) to or for someone that made you feel good.
7. Name something that you did (this week) to or for someone that made you feel bad.
8. Name one thing that makes you happy.

WHAT MAKES A NICE PERSON

WHAT BOYS THINK OF GIRLS
(rank according to how important you think the traits are. State with 1 as the most important)

Friendliness _____
Good Manners _____
Being a Good Dancer _____
Being a Good Sport _____
Appropriate Clothes _____
A Good Figure _____
A Sense of Humor _____
Good Grooming _____

WHAT GIRLS THINK OF BOYS
(rank according to how important you think the traits are. State with 1 as the most important)

Good Manners _____
Being a Good Dancer _____
Having Other Boys Like Him _____
Being a Good Talker _____
Being a Good Sport _____
Sense of Humor _____
Good Grooming _____
Friendliness _____

WHAT ACTIVITIES ARE YOU INTERESTED IN ????? PLEASE BE HONEST IN YOUR ANSWER

DANCES	Yes ___	No ___	CROCHETING	Yes ___	No ___
MOVIES	Yes ___	No ___	CERAMICS	Yes ___	No ___
BASKETBALL	Yes ___	No ___	CAMPING	Yes ___	No ___
VOLLEYBALL	Yes ___	No ___	SHOPPING TRIPS	Yes ___	No ___
CARD GAMES	Yes ___	No ___	PICNICS	Yes ___	No ___
TABLE GAMES	Yes ___	No ___	COOK-OUTS	Yes ___	No ___
POOL	Yes ___	No ___	HIKING	Yes ___	No ___
SOFTBALL	Yes ___	No ___	JUDO	Yes ___	No ___
LEATHER	Yes ___	No ___	SKATING	Yes ___	No ___
ART	Yes ___	No ___	BINGO	Yes ___	No ___
KNITTING	Yes ___	No ___	RECORD HOP	Yes ___	No ___
EMBROIDERING	Yes ___	No ___	SWIMMING	Yes ___	No ___
CROSS STITCHING	Yes ___	No ___	VOCATIONAL TRIPS	Yes ___	No ___

WHAT TWO ACTIVITIES INTEREST YOU MOST ?????

_____ _____

List any other activities you would be interested in

_____ _____

Week Day Dormitory Activity Schedule
Month of _____
Dorm. 8

	Monday	Tuesday	Wednesday	Thursday
Cover (Incharge)	_____		_____	_____
Chinle Trip 5:30 PM	1. _____	1. _____	1. _____	1. _____
Activity Room 6-8 PM	2. _____	2. _____	2. _____	2. _____
Gym 7:30-9 PM		3. _____		
Beauty Shop	4. _____	4. _____		4. _____
Arts & Crafts	5. _____	5. _____		5. _____
Sup. R.R. Check outside get girls in by 9 PM. Be at movie when its over.	_____	_____	_____	_____
Wing Meetings 9 PM	_____			
Extended Care (Chinle) 5:30-9 PM	_____			

WEEKEND DORMITORY ACTIVITY SCHEDULE
Month of _____
Dorm. 8

FRIDAY	SATURDAY	SUNDAY
Cover (Incharge) 2-11 PM _____	Morning Aide 7-3 PM _____	Cover (Incharge) _____
		Chaperone Trip _____
Activity Room & Dance _____	Gym 1-4:30PM _____	Cover (Incharge) 2-11 PM _____
_____	Cover (Incharge) Check Rampus Rm. _____	Gym 2:30-4:30 PM _____
Chaperone activities away from dorm or walk around outdoors and in Rampus Room.	Activity Room 2:30-4:30 PM _____	Activity Room or Outdoor Activity 2:30-4:30 PM 6:30-8:00 PM _____
_____		
_____	Activity Room 6:30-10:30 PM or 7PM-9:30 PM _____	Movies _____
Comp. Time will be earned if you can work until accurate count is made.	Activity away from the Dorm. _____	
	Please see that game or activity room, Rampus Room, Main Hallway are swept as necessary.	Please see that Activity Room, Rumpus Room and Main Hallway are swept as necessary.
	Comp. Time will be paid if you can work until accurate count is made.	

Resources

RECREATION INTEREST AND ACTIVITY CHECK LIST

Name _____

Dorm _____

Grade _____

RECREATIONAL ACTIVITIES

Check if you like to do	Check if you want to learn	Check if you would like to assist
_____ CERAMICS	_____	_____
_____ SCULPTURE	_____	_____
_____ CARVING	_____	_____
_____ DRAWING	_____	_____
_____ SKETCHING	_____	_____
_____ PAINTING	_____	_____
_____ IAPIDARY	_____	_____
_____ SILVERSMITHING	_____	_____
_____ LEATHER	_____	_____
_____ MOSIACS	_____	_____
_____ CARDS	_____	_____
_____ CHECKERS	_____	_____
_____ PING-PONG	_____	_____
_____ POOL	_____	_____
_____ SHUFFLEBOARD	_____	_____
_____ CHESS	_____	_____
_____ OTHER _____	_____	_____

Resources

SOCIAL AND CULTURAL ACTIVITIES

Check if you like to do	Check if you want to learn	Check if you would like to assist
_____ BAND/DANCE COMBO	_____	_____
_____ DRAMATICS	_____	_____
_____ DANCING (Folk-square)	_____	_____
_____ DANCING (Social)	_____	_____
_____ DRILL	_____	_____
_____ SINGING	_____	_____
_____ OTHER _____	_____	_____

SPORTS

_____ ARCHERY	_____	_____
_____ SOFTBALL	_____	_____
_____ BASKETBALL	_____	_____
_____ BOWLING	_____	_____
_____ GYMNASTICS	_____	_____
_____ JUDO	_____	_____
_____ SWIMMING	_____	_____
_____ TRACK	_____	_____
_____ VOLLEYBALL	_____	_____
_____ RODEO	_____	_____
_____ SOCCER	_____	_____
_____ FOOTBALL	_____	_____
_____ OTHER _____	_____	_____
_____ OTHER _____	_____	_____

Resources

OUTDOOR ACTIVITIES

Check if you like to do	Check if you would like to learn	Check if you could assist in a group
_____ CAMPING TRIPS AND OUTDOOR EXCURSIONS	_____	_____
_____ BOATING	_____	_____
_____ ICE SKATING	_____	_____
_____ FISHING	_____	_____
_____ SLEDDING	_____	_____
_____ HIKING	_____	_____
_____ NATURE STUDY	_____	_____
_____ HORSEBACK RIDING	_____	_____
_____ OTHER _____	_____	_____
_____ OTHER _____	_____	_____
_____ OTHER _____	_____	_____

Trip Report

Place _____

Name _____

Chaperone _____

Date _____

Leave 1 in Dorm 8 before going on trip
Leave 1 in Dorm 7 before going on trip
Take one with you on the bus. When you return, please fill out the comment portion and put the form under Mrs. Kirley's door.
Please do not ever overload a bus.

Boarding List Dorm 8	Boarding List Dorm 7
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____
17. _____	17. _____

Comments regarding trip:

Resources

Pupil Evaluation Questionnaire

What I think about Counseling in _____ School.

1. Do you know your counselor? Yes _____ No _____

2. Approximately how many times do you see your counselor in a school year? Once _____ Twice _____ Four Times _____ Five Times _____ More _____.

3. Would you like to talk with your counselor more often? Yes _____ No _____.

4. If you do not see your counselor as often as you would like, why not? _____.

5. Do you feel free to discuss all of your problems with your counselor? Yes _____ No _____.

6. If you do not discuss your problems with your counselor, with whom do you discuss them? _____.

7. Have you ever asked someone to assign you a different counselor? Yes _____ No _____

8. Mention any problems you can remember having discussed with your counselor.

   a. Educational Problems _____.
   b. Vocational Problems _____.
   c. Personal Problems _____.
   d. Other Problems _____.

9. Do you feel that your counselor is interested in your problems? Yes _____ No _____.

10. Do you think your counselor has helped you to understand better your aptitudes, interests, abilities, and personality strengths and weaknesses? Yes _____ No _____.

11. To what extent would you consider it a personal loss if your high school were to do away with counseling? Great loss _____ Some loss _____ Little loss _____ No loss _____.

12. Do you have any suggestions which you think might make counseling more valuable to you?

Resources

ATTITUDE EVALUATION QUESTIONAIRE

SEX _____ CIAN _____ DATE _____

A - stands for Agree D - stands for Disagree

1. When your teacher tells you to stay after school you should obey. A ____ D ____
2. No student should have the right to tell another student what to do. A ____ D ____
3. You should not receive a high school diploma unless you pass all your courses. A ____ D ____
4. If you receive an "F" in all your courses because you do not study, you should repeat the grade. A ____ D ____
5. Indian students are just as smart as any others. A ____ D ____
6. Vacation time should be decreased and work and study time increased. A ____ D ____
7. If a bully picks on the smaller children on the playground, the other children should tell the teacher the bully's name. A ____ D ____
8. You can be late to school so long as you study harder when you get there. A ____ D ____
9. Everyone should go to school. A ____ D ____
10. If a student is caught cheating on a final test he should receive an "F" for the test (also the course). A ____ D ____
11. Parents should have absolute control over their children. A ____ D ____
12. The grandparents are important to the whole family. A ____ D ____
13. No child in the family should be given special privileges. A ____ D ____
14. You should obey your parents when they tell you to do something. A ____ D ____
15. Girls in the family should learn how to do other things besides keep house and raise a family. A ____ D ____
16. Either parent should punish the child who misbehaves. A ____ D ____
17. The grandparents should have some influence with their grandchildren. A ____ D ____
18. Parents should suggest to their children how to spend the money they earn. A ____ D ____
19. When the father is gone from the family, the mother and the oldest child should punish the younger children when they misbehave. A ____ D ____
20. Boys in the family should have more privileges than the girls. A ____ D ____
21. If you continually break the law you should be punished. A ____ D ____
22. When the referee tells you to leave the game

because you fouled out, you should do so without question or argument. A _____ D _____

23. Sometimes laws that apply to Indian people do not apply to non-Indian people. A _____ D _____

24. No one involved in breaking the law should tell another person involved in breaking the law. A _____ D _____

25. The law says you should not drink alcohol when you are under 21 because the law knows what is best for you. A _____ D _____

26. If you know the names of boys involved in beating up another boy, you should report the names to the police. A _____ D _____

27. There is a good reason for all laws, rules, and regulations. A _____ D _____

28. Some policemen do not like some teenagers. A _____ D _____

29. If you are caught stealing a bicycle or a car you should be punished. A _____ D _____

30. Police are more strict in enforcing the law with Indian people than they are with non-Indian people. A _____ D _____

Resources

VOCATIONAL INTEREST INVENTORY

NAME _____ WING _____ DORM _____ GRADE _____

ARE YOU INTERESTED IN .....

1.	Watching flower arrangements being made?	Yes _____	No _____
2.	Visiting the Fairchild Plant in Shiprock?	Yes _____	No _____
3.	Touring a Public Health Hospital?	Yes _____	No _____
4.	Seeing a beautician work?	Yes _____	No _____
5.	Visiting an airport?	Yes _____	No _____
6.	Finding out how a telephone works?	Yes _____	No _____
7.	Visiting the Coca Cola Bottling Company and seeing how Coke is made?	Yes _____	No _____
8.	Visiting a drycleaners and finding out how clothes are drycleaned?	Yes _____	No _____
9.	Seeing a Merle Norman Beauty Demonstration?	Yes _____	No _____
10.	Visiting a photographer's shop?	Yes _____	No _____
11.	Visiting a radio station?	Yes _____	No _____
12.	Visiting a T.V. station?	Yes _____	No _____
13.	Visiting a police station?	Yes _____	No _____
14.	Visiting a bakery?	Yes _____	No _____
15.	Visiting a dental clinic?	Yes _____	No _____
16.	Visiting a milk plant?	Yes _____	No _____
17.	Visiting a business college?	Yes _____	No _____
18.	Visiting a beauty school?	Yes _____	No _____
19.	Visiting a mental hospital?	Yes _____	No _____
20.	Visiting the Tribal Council in session?	Yes _____	No _____

WHAT KIND OF JOB INTERESTS YOU THE MOST? _____

Of the 20 questions that you answered which is the most interesting to you? (put the number) _____

Which is the second most interesting? (put the number) _____

PERSONAL INVENTORY-VOCATIONAL

I. The present state of my occupational choice.

A. In order of performance, these four occupations are possible choices in which I would like to earn my living:

1. _____ because _____
2. _____ because _____
3. _____ because _____
4. _____ because _____

B. The following statement best describes how I feel about my vocational choice:

1. Very certain _____
2. Somewhat certain _____
3. Very uncertain _____

II. Analysis of yourself.

A. Your skills. (Don't confuse your skills with "interests".)

1. My best high school grades (subjects) _____
_____.
2. My poorest high school grades _____
_____.
3. My greatest skill has always been in the following kinds of activities:

a. _____ themes, essays, term papers
b. _____ oral reports
c. _____ laboratory work
d. _____ art projects
e. _____ class discussions
f. _____ handcrafts, manual arts
g. _____ taking tests
h. _____ reading
i. _____ home arts
j. _____ other

4. My poorest skills among the above has been _____
_____.
5. I feel my strongest skills and abilities are _____
_____.
6. I feel my weakest abilities are _____
_____.

Resources

7. High school activities, hobbies, and work experience show that I have skills well developed in the following:

   a. _____
   b. _____
   c. _____
   d. _____

8. In summary, I think my strongest abilities can be best used, and my weaknesses avoided, in the following kind of vocation: (write what you think)

B. Personal traits

1. I enjoy and work best in the following fields: (check one)

   _____ a. Working with people because _____
   _____.

   _____ b. Working with mental problems because _____
   _____.

   _____ c. Working with practical things (mechanical, handcraft, etc. because _____
   _____.

2. I feel that I have the greatest ability to deal with the following kinds of people. Check as many as you think apply to your skills.

   _____ babies
   _____ elementary school children
   _____ junior high school pupils
   _____ high school pupils
   _____ college age people
   _____ adults
   _____ old people
   _____ sick people
   _____ professional people
   _____ laboring people
   _____ farmers
   _____ business people
   _____ women
   _____ men
   _____ my inferiors
   _____ my superiors
   _____ my equals
   _____ people in trouble
   _____ happy people

Resources

_____ people as individuals
_____ people in groups

3. In what ways do the wishes of your parents influence your decisions?
4. In what ways do friends, teachers, or others influence your decisions?

III. Job analysis

Answer the following questions about the occupation you listed as first choice:

1. Is the field overcrowded? _____ Where did you find out? _____.
2. Is the field growing? _____.
3. Does the occupation require (1) a general education _____ (2) special training? _____ How many years? _____.
4. Is the training at college? _____ Where? _____.
5. What is the beginning rate of pay? _____.
6. Do you know the day-to-day routine of the job? _____.
7. What personality characteristics are required on the job? _____.

IV. Testing your decision

Check if you have tried out your vocational choice in any way:

_____ by taking a subject in school _____.
_____ extra-curricular activity _____.
_____ vocational testing and counseling _____.
_____ observation of the occupation _____.
_____ work experience _____.

1. What problems may you have to get into this vocation?

V. Where do you think you need help?

KIND OF PROBLEM

_____ 1. Analyzing my own aptitudes _____.
_____ 2. Analyzing my own interests _____.
_____ 3. Developing certain skills _____.
_____ 4. Developing certain personal traits _____.
_____ 5. Planning ways to test out my choice _____.
_____ 6. Finding the right occupation for my skills and interests _____.

Resources

_____ 7. Planning my school major and electives in order to reach a certain goal _____.

_____ 8. Getting information about certain kinds of work _____.

_____ 9. Planning my extracurricular life to help reach certain goals or help in my decisions _____.

_____ 10. Securing work experience which will test my decision or advance me towards my goal _____.

_____ 11. Making long range plans to achieve my goal _____.

_____ 12. The whole problem of choosing an occupation _____.

_____ 13. Other problems _____.

Resources

Academic Course Schedule

Name _____ Grade _____

Per.	Course	Teacher	Rm					
1								
2								
3								
4								
5								
6								
7								

Per.	Course	Teacher	Rm					
1								
2								
3								
4								
5								
6								
7								

Vocational Choice Survey

Name _____
Agency _____
Address _____

You have 9 months left in high school. In order that we may help you in deciding what you will do after high school, please fill out this form carefully and with serious thinking.

Circle one: I am interested in:
A. Working in a job
B. Going to college
C. Going to a vocational training program
D. Other

1. If you selected a job, then write (a) what kind of work and (b) the geographical location a. _____ b. _____.
2. If you selected college, list the (a) colleges in order of preference and (b) what major a. _____
b. _____.
3. If you selected vocational training program then list (a) type of training and (b) your location preference a. _____
_____ b. _____.